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ABSTRACT

Using Bloom's Taxonomy of Educational Objectives (1956), this study explores whether the San Diego Schools are teaching and/or testing higher level cognitive skills. The Taxonomy arranges cognitive processes in ascending order in six areas; (1) recall of knowledge; (2) comprehension; (3) application; (4) analysis; (5) synthesis; and (6) evaluation. Portions of district-created reading materials from the Achievement Goals Program (AGP) and the District English Language Program, commercial reading programs created by a national publisher (Houghton-Mifflin) and a nationally used standardized norm-referenced test, the Comprehensive Tests of Basic Skills (CTBS) for grades 5, 6, and 8 are analyzed. Recommendations include: (1) developing activities and tests structured to the higher cognitive levels; (2) using the Taxonomy as a guide for preparing and evaluating materials; (3) providing inservice teacher training in the use of higher level activities and questions; (4) using district influence on commercial publishers to incorporate the higher taxonomy levels into their materials; and (5) extending Taxonomy analyses to other subject areas. Appendices contain: (1) additional information on, plus the instrumentation of, the Taxonomy; and (2) the unit tests for Level 14, Windows and Walls (Ginn), Level 15 Orbits and Opportunities (Ginn), and the Unit Mastery Test A for English 8, Unit 8. (In the study, Ginn program materials have now been replaced by Houghton-Mifflin.) (BS)

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ED255585

*San Diego City Schools*

**EVALUATION SERVICES DEPARTMENT REPORT**

# EXPLORATORY STUDY OF LEVELS OF COGNITIVE SKILLS IN ACHIEVEMENT GOALS PROGRAM, COMPREHENSIVE TEST OF BASIC SKILLS, AND A COMMERCIAL PROGRAM USING THE TAXONOMY OF EDUCATIONAL OBJECTIVES

**No. 361**

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**PLANNING, RESEARCH AND EVALUATION DIVISION**

# EXPLORATORY STUDY OF LEVELS OF COGNITIVE SKILLS IN ACHIEVEMENT GOALS PROGRAM, COMPREHENSIVE TEST OF BASIC SKILLS, AND A COMMERCIAL PROGRAM USING THE TAXONOMY OF EDUCATIONAL OBJECTIVES

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SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Evaluation Department
Integration and District Programs Unit

# EXPLORATORY STUDY OF LEVELS OF COGNITIVE SKILLS IN ACHIEVEMENT GOALS PROGRAM, COMPREHENSIVE TEST OF BASIC SKILLS, AND A COMMERCIAL PROGRAM USING THE TAXONOMY OF EDUCATIONAL OBJECTIVES

## EXECUTIVE SUMMARY

### Questions/Concerns:

Concerns currently expressed throughout the district, state and nation focus on proportion of attention to basic skills and higher level cognitive skills in classrooms. A survey of literature shows that basic skills are emphasized far more than higher level cognitive skills. Basic Skills are presumably the foundation upon which higher level skills are taught/learned. Discussion of "higher cognitive skills" and their presence or importance in a curriculum prompted an exploratory and limited study of the levels of cognitive skills in curricula and tests. One way of looking at whether the district is teaching and/or testing higher level skills is to use the Taxonomy of Educational Objectives to categorize curricula and tests. To do this we selected materials created by a national publisher, materials created within the district, and a nationally used standardized norm-referenced test. The Achievement Goals Program (AGP) was developed to teach basic skills in Reading, Language, and Math as measured by the Comprehensive Tests of Basic Skills (CTBS). Some portions of AGP Reading, of the District English Language Program, of a commercial reading program and of the CTBS were analyzed using the Taxonomy of Educational Objectives.

The Taxonomy of Educational Objectives was published in 1956 by Benjamin Bloom and his associates under the title Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain. The purpose of the Taxonomy was (1) to order cognitive (thought) process in an ascending order from simplest (Recall of Knowledge) to the most complex (Evaluation) and (2) to provide educators with a vocabulary that would ensure that educators were talking about the same process as they wrote about or discussed the mental process involved in education. In ascending order of simplest to most complex, the Taxonomy is divided into six areas: 1. Recall of Knowledge, 2. Comprehension, 3. Application, 4. Analysis, 5. Synthesis, and 6. Evaluation. There are two major subdivisions of the Taxonomy. The first is comprised of number one above: Knowledge. The second consists of the other five divisions under the subdivision "Intellectual Abilities and Skills." With the exception of "Application," all areas of the Taxonomy are then subdivided into two or more sub-areas.

Assumptions and Limitations:

The study was limited to Grades 5 and 6 for AGP, Grade 5 of Houghton-Mifflin, Grade 8 for District English and the Reading Comprehension Subtest of CTBS. Further, the study examined only materials taught near the end of the year, assuming that if higher cognitive levels were present, they would appear in these later units.

Findings

1. A review of studies across the country in which analysis of teacher- and district-devised tests were conducted show that these tests are composed of items which fall into the Knowledge and Comprehension categories.

2. Current literature evidences a growing dissatisfaction with curricula limited to the lower levels of cognitive activity and call for a restructuring of teaching to include higher levels of thought.

3. Thirty-nine of the 45 items of the Reading Comprehension subtest, CTBS, Form V, Level G, fall in the range of Knowledge, 1.0 and Comprehension, 2.0; six of the items are in the Application range.

4. Most items of the Unit Mastery Tests, Levels 14 and 15, Achievement Goals Program, Reading, fall in the Knowledge and Comprehension levels of the Taxonomy.

5. Objectives of the reading program Levels 14 and 15, Achievement Goals Program are at the levels of Knowledge and Comprehension.

6. Tests, objectives, and activities of Level L: Banners of the Houghton-Mifflin series, fall in the ranges of Knowledge and Comprehension with two items at higher levels, depending on teacher use.

7. All items of the Mastery Tests, Grade 8, Unit 8, District English Program, fall into the Comprehension level.

8. Unit 8 of the District English Program at Grade 8 appears to have objectives which range from Level 1.00, Knowledge through Level 5.00, Synthesis. In this unit, assessment is by a written product. Use of the writing process affords opportunity to use higher level thinking skills.

9. The Achievement Goals Program has objectives and tests at cognitive levels which match its measurement tool, the CTBS.

10. As evidenced by the literature, the Taxonomy can be used to guide curriculum construction and test development in such a way as to insure that higher level cognitive skills are built into a program.

Note: In numbers four and five above, Ginn program materials were studied. Ginn has now been replaced by Houghton-Mifflin.

## Conclusions:

As the literature and this report show, the cognitive demands of currently-published materials, texts, and tests are and have been at the lower levels of the Taxonomy. This tends to cause curricular materials to be built around lower level skills. It means, therefore, that the infusion of higher level skills is left to the ingenuity and creativity of the individual classroom teacher. Citizens, especially employers, call on the school to "teach students how to think." The Taxonomy supplies a vocabulary for stating what we mean when we say "think," and enables us to be talking about the same thing. If need can be defined as the difference between what is and what can or should be, then there is a need for publishers to develop materials and texts having higher level cognitive skills.

The results of this exploratory study are supported by other studies (pages 2-7 in full report). The district developed the Achievement Goals Program and District English Language Program to teach basic skills in response to a court order mandating measurement by CTBS. By this limited analysis the program's tests and objectives appear to teach at the same level of the tests used to measure the students' achievement. Examination of a commercial program shows the same levels. Activities in the English program and few in the commercial program offer (or offer the possibility of, respectively), higher level cognitive skills. By and large, materials examined teach and test at Levels 1 and 2 of the Taxonomy.

## Recommendations:

1. If the district wants to teach or test higher levels of cognitive skills, activities and tests must be structured to that end. Present tests do not measure at higher cognitive levels.

2. Curriculum specialists and writers should use the Taxonomy as a guide to preparation of materials. Using the Taxonomy would ensure that all are talking about the same thing when we call for higher order thinking and intellectual skills in the curriculum. Using the Taxonomy as a checklist against which to measure how well these "higher order" skills are in the curriculum could ensure their being there.

3. Provide inservice of teachers in the use of higher level activities and questions. From data derived from recent AGP surveys and from other sources, it is apparent that teachers are conscious of the need for higher level thinking skills being taught in the curriculum. A general knowledge of what constitutes higher level skills and a consciousness of how they can be built into teaching would enhance the chances of these skills being taught. After teachers are knowledgeable in what constitutes higher level skills, the District can begin to evaluate classroom outcomes in terms of skills above the simplest ones of Knowledge and Comprehension. This process would benefit students more quickly than waiting for materials development (commercial or district).

4. Data from this study and from other studies reported in the literature would suggest that national publishers of tests and texts are no more advanced in producing educational tests and materials incorporating higher level of the Taxonomy than are our curriculum writers of AGP. The District should use its considerable influence to ensure that publishers of educational materials begin to build curricula which incorporate the higher levels of skills outlined by the Taxonomy.

5. Analysis of other curricular materials in other subject areas using the Taxonomy is desirable.

Report Prepared by Elizabeth A. Tomblin and Bruce R. Davis

EAT:BRD:bgm
07/26/84

*"Education which is simply intellectual taxidermy--the scooping out of the mind and the stuffing in of facts--that kind of education is worthless. The human mind is not a deep-freeze for storage; the human mind is a force for production."*

*-Rabbi Benzion Kaganoff*

## I.

## PURPOSE OF THE STUDY

A significant issue in education is the level of complexity at which teaching and learning take place. The standard set of criteria to establish these levels of complexity is The Taxonomy of Educational Objectives by Benjamin Bloom, et. al . This study applies these criteria to selected units of the Achievement Goals Program to determine the levels of cognitive skills taught by the objectives and assessed in the end-of-unit tests. In the Achievement Goals Program, each unit is preceded by a statement of the objective for the unit. Each lesson, likewise, begins with a statement of an objective to be covered or achieved by that lesson. At the completion of each unit, Unit Test A and Unit Test B are used to test for mastery of the unit.

The framework defining the various levels of cognitive skills is clearly explicated in The Taxonomy of Educational Objectives . It makes possible the analysis and classification of curriculum materials and test items in an ascending order of complexity. Since a major purpose of the Achievement Goals Program is to raise student scores on the Comprehensive Tests of Basic Skills (CTBS), test items from the reading comprehension subtest for that instrument were examined to determine the levels of cognitive functioning it required.

## II.

## STEPS IN THE STUDY

The study was carried out in the following steps:

1. For readers unfamiliar with Bloom's work, the principal elements of The Taxonomy of Educational Objectives, Cognitive Domain, were briefly stated, summarizing the taxonomy, the reasons for its construction, and the conceptual basis of its design. This appears as Appendix A.

2. A determination of other studies similar to the Taxonomy was conducted and reported.

3. The Reading Comprehension subtest of the Comprehensive Test of Basic Skills, Form V, Level G, Grade 6, of the Comprehensive Test of Basic Skills was analyzed to assess the level of cognitive skills tested. This corresponded to the level of the instructional units also analyzed in the Achievement Goals Program.

4. Selected units of the Achievement Goals Program were analyzed to determine the match between the Taxonomy

and the instructional objectives and test items in AGP. Originally units from the Ginn Reading Series were analyzed. Since the Houghton Mifflin Reading Series became the basis for the District's reading program and AGP in 1984-85, an analysis of a unit from that series was added: Level L, Banners, Grade 5. One unit from the District's English Program, Unit 8, Grade 8, was also included in the analysis.

5. Conclusions and recommendations were made.

## III.

## REVIEW OF THE LITERATURE RELATING TO THE USE OF THE TAXONOMY IN THE EDUCATIONAL SETTING

Since 1956 when the Taxonomy was first published by Bloom and his associates, research using the Taxonomy has been varied. Some studies have used the Taxonomy as a framework to study other aspects of learning. For instance, Taylor (1969) did a study in which the Taxonomy was taught to college students in an attempt to test positive versus negative reinforcements in the learning situation. In a more pertinent study, Spaziani (1972) applied the Taxonomy to professional education competencies of vocational instructors. His purpose was to devise a structure, empirically based, aimed at creating a vocational teacher preparation program. The Taxonomy was used to determine the hierarchial levels of the competencies necessary for successful vocational educational teaching at the secondary and community college levels. Using a series of rating scales, perceptions of needed competencies were gathered from specialized instructional personnel from twelve community colleges and thirteen randomly selected secondary schools in Oregon. Forty-seven vocational instructors in each group responded. The responses of secondary instructors and of college instructors were not significantly different. From the perspectives of the respondents, high level cognitive competencies were needed for successful vocational educational instruction. Eighty percent of those responding felt that competencies at and above the Application level were needed for such instruction. Respondents felt that successful instructors used required cognitive processes at the higher levels of the Taxonomy in carrying out the instructional process and in preparation for instruction. It should be noted that the study does not say that the vocational education curriculum consisted of cognitive processes at the higher level, though this might be a finding predicated on the study. Instead, the study found that instructors, after reviewing and studying the Taxonomy, felt that the higher level processes were requirements for the teaching process in vocational education.

Most of the studies reviewed fell into one of two categories: analyzing tests and/or curriculum to determine levels of cognition tested or taught, or using the Taxonomy to devise higher level teaching and curriculum experiences. Pancella (1970) analyzed forty-one tenth grade biology tests from commercial publishers, from test bureaus, and from the Biological Sciences Curriculum Study to determine the six major levels of the Taxonomy. Two questions were asked as the basis of the study:

> "What percent of test questions found in standardized and commercial tenth grade biology examinations is represented by each of the six levels of the Taxonomy?"
>
> "Do tests of the B.S.C.S. contain more items which measure higher cognitive levels than do other standardized or commercially-prepared tests?"

Analysis was done by the author and subsequently confirmed by a panel of twelve distinguished judges, including four persons who were original associates of Bloom in constructing the Taxonomy. They found that "Very few tests other than BSCS (Biological Sciences Curriculum Study) tests reflected more than 10% questions above level 2.00. Five tests were all basically level 1.00." Items above level 3.00 were found only in the BSCS, and then only one item each for levels 4.00 and 5.00. Pancella concluded that existing standardized and commercial tests of biology should not be used to measure cognitive levels above 2.00, Comprehension. Further, he concluded that teachers should be provided with in-depth training in the Taxonomy to help them incorporate higher level skills in the curriculum and in their testing.

Fast (1972) did research similar to Pancella's except that he analyzed chemistry tests. He tried to determine the percent of test items for each level represented in chemistry tests used at the secondary level; also, he tried to determine if more recent tests (constructed after 1968) contained a higher percentage of items at the upper levels of the Taxonomy. Tests examined showed that 40.2% of the items were at the Knowledge level and 25.6% were at the Comprehension level. At the Application (3.0) and Analysis (4.0) levels he found 24.8% and 9.3% respectively. No items were found at the Synthesis and Evaluation levels. He found in 1972 that more recent tests contained more higher level items. He concluded that test makers should consider developing tests other than true-false or multiple choice designs. By changing the structure of the tests, he reasoned, test makers might be able to incorporate a fairer proportion of higher level cognitive items.

Scott (1966) analyzed an elementary science curriculum, Science--A Process Approach, to determine the level of cognitive activity required during the course of the curriculum. While he found that some activities might be classified as 4.00 Analysis, most activities fell into the 2.00 Comprehension levels, particularly translation and extrapolation. He concluded that the Taxonomy is a useful instrument for the analysis of curricula materials, classroom activities, and assessment instruments.

Billings (1971) did a study in which he examined elementary science tests as constructed by districts and classroom teachers to determine which levels of skills might be represented. He found, as did most studies reviewed, that science tests at the elementary level tended to remain at the lower levels of the Taxonomy--Knowledge and Comprehension. Moreover, higher level cognitive activities occurred in the classroom discussions and in the "mini-lab" exercises done by the students. He concluded, however, that tests demanding still higher levels of skills could easily be constructed and that teachers did tend to do so when the awareness was created.

Klein (1971) did a study attempting to construct a test using the Taxonomy to build tests of higher level cognitive skills. Working with the primary grades he found that a test instrument could be developed which distinctly measures all levels of cognitive behavior of students in the seven, eight, and nine year age bracket. Also, the instruments which he and his staff developed divided the students into those who could do the skills at various levels of excellence. He concluded:

> "a paper-and-pencil instrument can be developed for the age range... which will measure separately and distinctly the behavior as defined in the Taxonomy of Educational Objectives: Cognitive Domain. This instrument can be administered successfully to children of this age group so that a range of performance can be evidenced (1971:49-50)."

Pheiffer and Davis (1965) did a study of teacher-made examinations at the ninth grade level to determine levels of tested skills according to Bloom's Taxonomy. They concluded that most of the test items--over ninety percent--tested for knowledge of specifics. McFall (1964) did a similar study of tests and examinations used in measuring achievement in high school general science classes and came to similar conclusions. He then worked to create an achievement test measuring higher level cognitive processes in the area of general science education. He concluded that the use of tests involving largely recall items limits the measuring of learning outcomes and may restrict the types of learning which can occur. (Page 106)

Castleman (1972) tried to determine if an inservice program could be constructed utilizing Bloom's Taxonomy to raise teachers' consciousness levels, the cognitive level of their test construction, and the attitudes of students. He concluded that such a program (1) may not produce any significant changes in self-concepts of secondary English teachers or secondary social studies teachers; (2) may not significantly change the cognitive levels of testing; and (3) may not positively modify attitudes toward school subjects as rated by students.

Torbet (1968) has earlier examined this hypothesis: "As teachers seek to systematically provide their pupils with selected cognitive experience opportunities which encompass controlled usage of higher mental processes, their behaviors, pupil behaviors, and classroom interactions will tend to be more conducive to learning than when these provisions are not systematically made." She was unable to confirm her hypothesis from the data gathered.

However, Farley, in 1968, tried to answer these questions: (1) Do student teachers instructed in the Taxonomy operate at a higher cognitive level with their students?; (2) Can student teachers be trained to correctly analyze their peers' cognitive classroom behavior?; and (3) Can experienced teachers be taught to use the Taxonomy as a tool for analyzing and evaluating the classroom behavior of practice teachers? From his data, Farley was able to respond positively to all three questions. He recommended that the Taxonomy be made a part of all beginning teachers' training and that teachers be made aware of applications of the Taxonomy in construction of curricula and assessment instruments.

Using the classification scheme--Taxonomy--developed by Bloom and his associates, Dr. Norris M. Sanders worked with the personnel of the Manitowoc City Schools and the Manitowoc Board of Education to develop a kindred system of Classroom Questions. In a book called *Classroom Questions: What Kinds*, Dr. Sanders presents the results of the Wisconsin Improvement Program of 1959. Some teachers, said Sanders, intuitively ask high quality questions, "...but far too many overemphasize those that require students only to remember, and practically no teachers make full use of all worthwhile kinds of questions" (Page 2). Through devising a plan for systematic use of questions that require the *use* of ideas as opposed to simply recalling ideas, Sanders hoped to create a plan "... to insure a varied intellectual atmosphere in a classroom" (Page 2).

Sanders' book is mentioned here because it does two things in relation to this study and the Achievement Goals Program. First the book extends the *Taxonomy of Educational Objectives: Cognitive Domain* by systematically devising a scheme of questions paralleling the levels of Taxonomy. Second, it helps clarify and define the complexity of the upper levels of the Taxonomy. This is relevant because within the present study it will appear that the publishers of CTBS are overstating the level of many of the items in the CTBS. Consequently, their classification of items is not in agreement with the findings of this study, nor with the explanations and descriptions given of the levels by Dr. Sanders.

An ERIC search initially produced 101 references to Bloom's Taxonomy. Use of more specific descriptors gave 36 annotated references to the subjects of Bloom's Taxonomy and evaluation of objectives. On reading the annotations of the 36 references, 33 articles were rejected as inappropriate. The main reasons for rejection were that the research did not apply to elementary or secondary students or did not address the topic of tests or curriculum construction. However, three articles were applicable. In the first article Newton S. Metfessel (1969) "formulated statements of specific behavioral objectives within the framework of Bloom's Taxonomy." Secondly, David Trachtenberg (1974) analyzed over 60,000 study and test questions in history textbooks and found that over 90% of the questions were given at the Knowledge and Comprehension levels of the Taxonomy. In the third article, Seth Kunen and Ronald Cohen performed studies to determine the levels of processing analysis using Bloom's Taxonomy. This investigation examined several areas of the curriculum of elementary students to determine the degree to which they taught students the various skills of the Taxonomy. They found that as students move into the higher levels of the curriculum, more and more emphasis is placed on knowledge and the recall of knowledge at the expense of doing anything with knowledge--manipulations such as Analysis, Synthesis, and Evaluation. They concluded that "...teaching exclusively at the lower levels of the Taxonomy may have the effect of significantly decreasing students' ultimate overall achievement" (1981:211).

Metfessel's statements of specific behavioral objectives should be helpful to curriculum developers in formulating both objectives and test items that approximate the range of the cognitive skills of the Taxonomy. His table showing the Taxonomy Classification, Examples of Infinitives, and Example of Direct Objects of the Infinitives is found in this study as Appendix B. Dr. David Trachtenberg's study should prepare one to expect most curricula to have a high percentage of objectives, questions and/or test items in the lower ranges of the Taxonomy. Since norm-referenced tests, such as the Comprehensive Test of Basic Skills, are built by inspecting the curricula of the country, it follows logically that the items of the test would be at no higher level of cognitive skills than that of the materials taught by teachers in the nation.

Current literature reveals a great deal of interest today in discovering ways to improve education through the introduction of higher level cognitive skills into the curriculum. For instance, in the February 1984 issue of Phi Delta Kappan, Constance Kamii discusses "Autonomy: The Aim of Education Envisioned by Piaget" (p. 410). Here Kamii claims that autonomy will not result or grow within the individual without practice and confirmation in the higher level thought processes. In the March issue of the same journal, Barry K. Beyer's article, "Improving Thinking Skills--Defining the Problem" deplores the current state of the teaching of thinking skills and points to the confusion that surrounds the subject. Beyer promises that his next article to appear in the April 1984 issue will help clarify what can be done to improve the teaching of higher level thinking skills. The theme is echoed in "Student Perceptions of Cognitive Classroom Structure and Development of Creative Thinking and Problem Solving Skills" in Educational Research Quarterly, Volume 8, 1983, Number 3. The rash of recent governmental reports and national studies lamenting the state of education discuss the problem at length. For instance, John Goodlad's A Place Called School, McGraw-Hill, 1983.

In conclusion, those articles studied seem to indicate that most tests by teachers, districts and publishers tend to test at the lower levels of the Taxonomy--Knowledge and Comprehension; most reports of attempts to construct tests testing the higher levels reported success in these attempts and indicated that such testing prompted higher level skill operations learned by the students.

## IV.

## ANALYSIS OF CTBS TEST ITEMS

This part of the study analyzed each item on the Reading Comprehension Test of Form V, Level G of the CTBS (grades 5 and 6). This level corresponds to Levels 14 and 15 of the Achievement Goals Program (Reading) used later in the study for most of the analysis.

The CTBS Test Coordinator's Handbook for Forms U and V states: "The process, classifications, including recall, explicit information skills, inferential reasoning and evaluation, were derived in part from Bloom's Taxonomy of Educational Objectives." A careful review of each test item in the Comprehension section of Form V, Level G, questions this statement. Sixteen items are classified in the Evaluation category. Twelve of these items appear to be more appropriately classified as Comprehension. Also four of those classified as "Evaluation" appear to belong in the Knowledge category instead of Evaluation. Table 1, Harris Analysis of CTBS Test Items Based on Bloom's Taxonomy pages 8 and 9, shows that most items of this part of the CTBS lie in the lower registries of Bloom's Taxonomy. The analysis can be safely generalized to the other parts and levels of the CTBS. It is a paradox that while in the general course of things, English teachers seldom construct and use multiple choice or true/false tests for assessing achievement, those kinds of tests are most often used to place the achievement levels of their charges for the public and school officials. Themes, compositions, essays, and reports--oral and written--are used most often for grading purposes by English teachers. Multiple choice and true/false tests accommodate motivation for reading or homework, exercises on which higher cognitive explorations are built. Additionally, norm-referenced multiple choice and true/false tests do not assess motivation, tenacity, flexibility, or what Newton Metfessel called "the ability to apply the derriere to the chair."

## V.

## ANALYSIS OF SELECTED UNITS OF THE ACHIEVEMENT GOALS PROGRAM TO DETERMINE THE COGNITIVE SKILLS LEVELS ACCORDING TO BLOOM'S TAXONOMY

This section reports the results of an analysis of selected units of AGP in relation to the Taxonomy of Educational Objectives: Cognitive Domain by Bloom At the elementary level the following units were examined:

| | |
|---|---|
| Ginn Series . . . . . . . . | Reading, Level 14, Units 4, 5, 6, Grade 5/6. |
| Ginn Series . . . . . . . . | Reading, Level 15, Units 5, 6, Grade 5/6. |
| Houghton Mifflin Series . . | Reading, Level L, Unit 9, Banners, Grade 5. |

At the secondary level, the unit chosen was English 8, Unit 8, Grade 8.

### Analysis of Ginn Reading Series, AGP, Levels 14 and 15

Reading Levels 14 and 15 at the elementary level represent the higher range of the Achievement Goals Program as used at grades five and six. English 8, Unit 8 is the District English Language unit taught near the end of eighth grade. Unit 8 was rewritten in the spring of 1983 as a prototype unit which incorporates suggestions by teachers, resource teachers, and others offered during the 1982-83 school year for improvement of the language program at grades seven and eight. It was felt that these would be the units most likely to incorporate higher level skill demands.

### Table 1
### Harris Analysis of CTBS Test Items
### Based on Bloom's Taxonomy

| Question Numbers | CTBS Classification Test #2 Comprehension Form V Level G | Bloom's Taxonomy | |
|---|---|---|---|
| 1 | **Explicit Information - Passage Details** | **2.20** | **Interpretation** |
| 2 | **Inferential Reasoning - Main Idea** | **2.30** | **Extrapolation** |
| 3. | **Inferential Reasoning - Generalization** | **2.30** | **"** |
| 4. | **" " "** | **2.30** | **Extrapolation** |
| 5. | **" " "** | **3.00** | **Application** |
| 6. | **" " "** | **2.00** | **Interpretation** |
| 7. | **Explicit Information - Passage Details** | **1.25** | **Knowledge of Methods** |
| 8. | **Inferential Reasoning - Character Analysis** | **3.00** | **Application** |
| 9. | **Inferential Reasoning - Generalization** | **3.00** | **Application** |
| 10. | **" " "** | **2.30** | **Extrapolation** |
| 11. | **" " "** | **2.30** | **Extrapolation** |
| 12. | **" " "** | **2.20** | **Interpretation** |
| 13. | **Evaluation - Writing Techniques** | **2.20** | **Interpretation** |
| 14. | **" " "** | **2.20** | **Interpretation** |
| 15. | **Inferential Reasoning - Main Idea** | **2.30** | **Extrapolation** |
| 16. | **Explicit Information** | **2.30** | **Extrapolation** |
| 17. | **" "** | **1.12** | **Knowledge** |
| 18. | **" "** | **1.12** | **Knowledge** |
| 19. | **" "** | **1.12** | **Knowledge** |
| 20. | **Inferential Reasoning - Character Analysis** | **2.20** | **Interpretation** |
| 21. | **Inferential Reasoning - Character Analysis** | **2.30** | **Extrapolation** |
| 22. | **Evaluation - Main Idea** | **2.30** | **Extrapolation** |
| 23. | **Evaluation Written Forms** | **3.00** | **Application** |
| 24. | **" " "** | **2.30** | **Extrapolation** |
| 25. | **Evaluation - Main Idea** | **2.20** | **Interpretation** |
| 26. | **Inferential Reasoning - Generalization** | **2.20** | **Interpretation** |
| 27. | **Explicit Information - Passage Details** | **2.30** | **Extrapolation** |
| 28. | **Inferential Reasoning - Character Analysis** | **3.00** | **Application** |
| 29. | **Inferential Reasoning - Generalization** | **2.30** | **Extrapolation** |
| 30. | **Inferential Reasoning - Main Idea** | **2.30** | **Extrapolation** |

Table 1

| Question Numbers | CTBS Classification Test #2 Comprehension Form V Level G | Bloom's Taxonomy | |
|---|---|---|---|
| 31. | Inferential Reasoning - Character Analysis | 2.20 | Interpretation |
| 32. | Explicit Information - Passage Details | 1.12 | Knowledge |
| 33. | Explicit Information - Passage Details | 2.20 | Interpretation |
| 34. | Inferential Reasoning - Character Analysis | 2.30 | Extrapolation |
| 35. | Inferential Reasoning - Generalization | 2.30 | Extrapolation |
| 36. | Evaluation - Writing Techniques | 2.20 | Interpretation |
| 37. | " " " | 2.30 | Extrapolation |
| 38. | Evaluation - Main Idea | 3.00 | Application |
| 39. | Evaluation - Writing Techniques | 2.20 | Interpretation |
| 40. | " " " | 2.30 | Extrapolation |
| 41. | Evaluation - Main Idea | 2.30 | Extrapolation |
| 42. | Evaluation - Written Forms | 1.31 | Knowledge |
| 43. | " " " | 1.12 | Knowledge |
| 44. | " " " | 1.21 | Knowledge |
| 45. | " " " | 1.12 | Knowledge |

Tables 2 through 11 show the analysis of unit tests--Tests A and B--of the elementary units listed. The tests analyzed may be found in Appendix D. It was not practical to construct a table having the items themselves.

These tables show that the items of the tests fall in the first two levels of the Taxonomy--Knowledge and/or Comprehension. The levels of the Taxonomy* are listed across the top of the chart; items of the test (1-25) are listed in the left-hand column. An "X" was placed in the column under the specific level of the Taxonomy where the item fell.

By the major numbers of the six levels of the Taxonomy (1-6) are the percent of items of the test which fell into that category or level. For instance, Table 2 shows that 74% of the items fell into the Knowledge category and 26% of the items fell into the Comprehension level. Table 3 shows that 88% of the items of Unit Test B, Unit 4, Level 14 fell into the Knowledge category and 12% fell into the Comprehension level.

### Analysis of a Selected Unit of the Achievement Goals Program as Derived from the Houghton Mifflin Reading Series: Level L, Banners

The school year 1983-84 marked the end of the Ginn series in reading as the basis for the Achievement Goals Program. Beginning in 1984-85, the AGP program will be based upon the commercial reading series by Houghton Mifflin. The series is made up of fifteen parts, A through O. The Level L, *Banners*, was chosen as a unit for analysis using Bloom's Taxonomy because *Banners* is roughly comparable to Levels 14 and 15 of AGP using the materials of Ginn and Company.

The Houghton Mifflin series is broken down into magazines. Each magazine is divided into units. Each unit is built around a story (the major component) and a minor selection, such as a short poem. Within each unit there are sections in the teacher's guide related to Literary Skills, Comprehension Questions, Oral Reading, and a pertinent professional article provided by the authors of the series. The AGP package provided for the teacher utilizes skill sheets, homework assignments, and assessment tests.

The *Teacher's Guide* for *Banners* leads the teacher through the following steps for each unit: Develop vocabulary and motive → Read and discuss → Teach the skills → Assess → Apply and maintain the skills → Reteach → Assess → Enrich and reinforce. Suggestions, materials, illustrations, and other aids are provided at each step.

Table 12, page 22, shows the results of our analysis of Unit 9, Level L: *Banners.* The table shows first, the component being analyzed. This

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*A breakdown of the six specific levels can be seen by consulting pages A-5 and C-3, the outline of the Taxonomy, and/or pages B-1 through B-5, Metfessel's breakdown into cognitive activities.

Table 2

SUBJECT: Reading LEVEL: 14 UNIT(S): 4 TEST: A X B ____

| TEST ITEM | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 74% | | | | | | | | | 2.00 - 26% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1.25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | | | X | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | X | | | | | | | | | | |
| 6 | | | | | | | | | | | X | | | | | | | | | | |
| 7 | | | | | | | | | | | X | | | | | | | | | | |
| 8 | | | | | | | | | | | | X | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | X | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | X | | | | | | | | | | |
| 13 | | | | | | | | | | | X | | | | | | | | | | |
| 14 | | X | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | X | | | | | | | | | | |
| 16 | | | | | | | | | | | X | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 3

UBJECT: Reading LEVEL: 14 UNIT(S): 4 TEST: A ____ B X

| TEST ITEM | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 88% | | | | | | | | | 2.00 - 12% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1.25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | | | X | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | X | | | | | | | | | | | |
| 6 | | X | | | | | | | | | | | | | | | | | | | |
| 7 | | X | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | X | | | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | X | | | | | | | | | | | | | | | | | | |
| 12 | | X | | | | | | | | | | | | | | | | | | | |
| 13 | | X | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | X | | | | | | | | | | | |
| 15 | | X | | | | | | | | | | | | | | | | | | | |
| 16 | | X | | | | | | | | | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 4

**SUBJECT:** Reading **LEVEL:** 14 **UNIT(S):** 5 **TEST:** A X B ____

| | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 88% | | | | | | | | | 2.00 - 12% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| TEST ITEM | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1 25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | | | X | | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | X | | | | | | | | | | | |
| 7 | | | | | | | | | | X | | | | | | | | | | | |
| 8 | X | | | | | | | | | | | | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | X | | | | | | | | | | | | | | | | | | |
| 12 | | | X | | | | | | | | | | | | | | | | | | |
| 13 | X | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | X (monsters, creatures = people?) | | | | | | | | | | | |
| 15 | X | | | | | | | | | | | | | | | | | | | | |
| 16 | | | X | | | | | | | | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 5

SUBJECT: AGP Reading LEVEL: 14 UNIT(S): 5 TEST: A ____ B X

| TEST ITEM | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 80% | | | | | | | | | 2.00 - 20% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1.25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | | | X | | | | | | | | | | | | | | | | | | |
| 4 | | | X | | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | X | | | | | | | | | | | |
| 7 | | | | | | | | | | X | | | | | | | | | | | |
| 8 | | | | | | | | | | X | | | | | | | | | | | |
| 9 | | | | | | | | | | X | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | X | | | | | | | | | | | | | | | | | | | | |
| 12 | | | X | | | | | | | | | | | | | | | | | | |
| 13 | X | | | | | | | | | | | | | | | | | | | | |
| 14 | X | | | | | | | | | | | | | | | | | | | | |
| 15 | X | | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | X | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 6

**SUBJECT:** ACP Reading **LEVEL:** 14 **UNIT(S):** 6 **TEST:** A X B ____

| TEST ITEM | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APP-LICA-TION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 80% | | | | | | | | | 2.00 - 20% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1 25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | | | X | | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | X | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | X | | | | | | | | | | |
| 8 | | | | | | | | | | | | X | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | X | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | X | | | | | | | | | | | |
| 13 | | | | | | | | | | | | X | | | | | | | | | |
| 14 | | | X | | | | | | | | | | | | | | | | | | |
| 15 | | | X | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | X | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 7

SUBJECT: AGP Reading LEVEL: 14 UNIT(S): 6 TEST: A ____ B X

| | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 84% | | | | | | | | | 2.00 - 16% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| TEST ITEM | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1 25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | | | | | | | | | | X | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | | | X | | | | | | | | | | | | | | | | | | |
| 5 | | X | | | | | | | | | | | | | | | | | | | |
| 6 | | | X | | | | | | | | | | | | | | | | | | |
| 7 | | X | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | X | | | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | X | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | X | | | | | | | | | | | |
| 13 | | X | | | | | | | | | | | | | | | | | | | |
| 14 | | X | | | | | | | | | | | | | | | | | | | |
| 15 | | X | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | X | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 8

SUBJECT: Reading LEVEL: 15 UNIT(S): 5 TEST: A X B ____

| | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 64% | | | | | | | | | 2.00 - 36% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| TEST ITEM | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1.25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | | | X | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | X | | | | | | | | | | |
| 5 | | | | | | | | | | | X | | | | | | | | | | |
| 6 | | | | | | | | | | | X | | | | | | | | | | |
| 7 | | | | | | | | | | | X | | | | | | | | | | |
| 8 | | | | | | | | | X | | | | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | X | | | | | | | | | | |
| 12 | | X | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | X | | | | | | | | | | |
| 14 | | X | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | X | | | | | | | | | | |
| 16 | | | | | | | | | | | X | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 9

SUBJECT: English Reading LEVEL: 15 UNIT(S): 5 TEST: A ____ B X

| | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEST ITEM | 1.00 - 64% | | | | | | | | | 2.00 - 36% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1.25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | X | | | | | | | | | | |
| 4 | | | | | | | | | | | X | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | X | | | | | | | | | |
| 7 | | | | | | | | | | | | X | | | | | | | | | |
| 8 | | | | | | | | | | | | X | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | X | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | X | | | | | | | | | |
| 13 | | | | | | | | | | X | | | | | | | | | | | |
| 14 | X | | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | X | | | | | | | | | |
| 16 | | | | | | | | | | | X | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

## Table 10

SUBJECT: Reading LEVEL: 15 UNIT(S): 6 TEST: A x B ____

| | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 84% | | | | | | | | | 2.00 - 16% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| TEST ITEM | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1 25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | X | | | | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | | | |
| 6 | X | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | X | | | | | | | | | | |
| 8 | | | | | | | | | | | X | | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | X | | | | | | | | | | |
| 12 | X | | | | | | | | | | | | | | | | | | | | |
| 13 | | X | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | X | | | | | | | | | | | | | | | |
| 15 | | X | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | X | | | | | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | | X | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | X | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

Table 11

SUBJECT: English Reading LEVEL: 15 UNIT(S): 6 TEST: A ____ B X

| TEST ITEM | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APPLICATION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 - 84% | | | | | | | | | 2.00 - 16% | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| | 1.10 | | 1.20 | | | | | 1.30 | | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1.25 | 1.31 | 1.32 | | | | | | | | | | | | |
| 1 | X | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | | | |
| 4 | X | | | | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | X | | | | | | | | | | |
| 7 | | | | | | | | | | | X | | | | | | | | | | |
| 8 | | | | | | | | | | | | X | | | | | | | | | |
| 9 | X | | | | | | | | | | | | | | | | | | | | |
| 10 | X | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | X | | | | | | | | | | | | | |
| 12 | | | X | | | | | | | | | | | | | | | | | | |
| 13 | | | X | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | X | | | | | | | | | | |
| 15 | | | | | | | | X | | | | | | | | | | | | | |
| 16 | | | X | | | | | | | | | | | | | | | | | | |
| 17 | X | | | | | | | | | | | | | | | | | | | | |
| 18 | X | | | | | | | | | | | | | | | | | | | | |
| 19 | X | | | | | | | | | | | | | | | | | | | | |
| 20 | X | | | | | | | | | | | | | | | | | | | | |
| 21 | X | | | | | | | | | | | | | | | | | | | | |
| 22 | X | | | | | | | | | | | | | | | | | | | | |
| 23 | X | | | | | | | | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | | | | | | | | | |
| 25 | X | | | | | | | | | | | | | | | | | | | | |

component is an identifiable, separate entity of the unit. Next, the table presents the infinitive which best describes the cognitive action expected of the student. These are taken from the work of Newton Metfessel described above and included in the attached appendix. Often-times, these infinitives appeared in the unit itself, as in the directions for completing an activity. Under the section entitled "Comprehension Questions" within the table, the cognitive activity as classified by the authors of Banners is included in parentheses along with the question. Note that their classification does not often match that of Bloom's Taxonomy which have been assigned to the component of the unit listed on the left.

It is immediately evident that most elements of each component fall within the lower levels of the Taxonomy: Level 1.00, Knowledge and Level 2.00, Comprehension. It should be pointed out that "Comprehension" contains three sub-levels or divisions: Translation, Interpretation, and Extrapolation--complex mental or cognitive activites. Extrapolation, for instance, requires that one have a sound foundation of knowledge and go beyond that knowledge to estimate, to infer, to conclude, to extrapolate into areas beyond the facts--knowledge--at hand. Therefore, one cannot too easily brush aside "Comprehension" as rote, uninteresting, or lacking in challenge.

Some elements of the components are classified at the Application level. These are probably overestimations. Bloom and Sanders emphasize that Application only takes place as a need arises for the skill. In classroom situations, frameworks appropriate for Application would require much more ingenuity than those facilitated by the activities analyzed. When activities occur as a result of directives or instruction after immediate teaching--as the placing of stress on syllables within a word--the resulting cognitive action most likely falls somewhere within the level of Comprehension. Sanders clearly points out, "A student might be able to use a concept when he is told to do so in a specific situation but not be able to recognize when the concept is applicable. (Page 93)"

In looking at one component--Literary Skills--the level of cognition attained was seen to depend on the teacher and where the students are led. Sanders, in his book, Classroom Questions emphasizes that one must know what went on before in order to classify an item. For instance the questions "What were the causes of the Civil War?" could be a Knowledge level question if students had studied explicit historical causes of the war. The question might be one requiring analysis and/or evaluation if the previous study and reading had been such that the student had to search out, now, the causes from his own reading and study and considerations of the data. Thus, while many of the "Comprehension Questions" are at the Knowledge and Comprehension levels, it might very well be that the good teachers lead the students into other, extemporaneous questions requiring much higher level thinking.

Several authors (see the previous review of related literature) have pointed out that tests and test items are influential in determining the level of student cognitive activity. Test items most concretely tell the student what he should have learned. This is tempered, however, by how other elements of the unit are emphasized. For instance, if a literary unit teaches the importance of being able to analyze a piece for its social representation of a time, a written composition doing just that would emphasize that element of the curriculum. A test of the specifics of the stories studied in the unit might assess more elementary cognitive activity. As with Unit 8 of the Language Curriculum

Table 12

SUBJECT: English/Reading LEVEL: Houghton Mifflin Reading Program: Level L: Banners

| | Component | Metfessel's Infinitive | Level Within the Taxonomy |
|---|---|---|---|
| 1.a. | Unit 9, Skillsheet 1a: Vocabulary-Glossary (Selecting proper meaning from Glossary.) | to recognize meaning | 1.10 Knowledge of specifics |
| 1.b. | Skillsheets and Homework: Unit 9, Skillsheet 22a: Vocabulary Reinforcement (Matching meanings from a list of eight definitions with words underlined in a sentence.) | to identify meanings | 1.11 |
| 1.c. | Using underlined words in a sentence | to illustrate meanings | 2.10 |
| 2.a. | Unit 9, Skillsheet 22b: Story completion (Sentence completions using data from a reading selection) | to recall specifics | 1.10 |
| 2.b. | Unit 9, Skillsheet 22c: Synonomy Game (Playing word dominoes) | to recognize terms, vocabulary | 1.11 |
| 3. | Unit 9, Skillsheet 23: Decoding: Using Context and Stress marks to Determine Pronunciation | to recall uses; to recognize ways and devices; to apply laws or principles | 1.21<br>1.21<br>3.00 |
| 4.a. | Skillsheet 23a: Decoding: Using context and Stress Marks to Determine Pronunciation | to apply rules;<br>to relate methods | 3.00 Application |
| 4.b. | Skillsheet 23b: Decoding: Using a Pronunciation Key in a Dictionary (Recognize like vowel sounds) | to recognize sounds (Possible: to apply rules, principles) | 1.11<br>3.00 |
| 4.c. | Skillsheet 23c: Vocabulary - Glossary (Giving meaning of words in one's own words) | to give in own words | 2.10 Translation |
| 5.a. | Homework H-23 (Context and Stress Marks) | to apply rules;<br>to relate methods | 3.00 Application |
| 5.b. | Homework H-23 (Context and Stress Marks) | to apply rules;<br>to relate methods | 3.00 Application |

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Table 12 (Continued)

SUBJECT: English/Reading LEVEL: Houghton Mifflin Reading Program: Level L: Banners

| Component | Metfessel's Infinitive | Level Within the Taxonomy |
|---|---|---|
| Comprehension Questions | | |
| 1. How do you think Federico felt about Puerto Rico after he discovered the sea around it? (Evaluative: Drawing Conclusions)* | to infer probabilities<br>to extend meanings | 2.30 Comprehension Extrapolation |
| 2. How was the beach in Puerto Rico different from the beach Federico remembered.....? (Literal: Oral meaning) | to recall detail | 1.10 Knowledge of Specifics |
| 3. What did Federico learn about coconut trees from Neri? (Literal: Noting details) | to recall detail | 1.10 |
| 4. Why, do you think, did Federico not want to swim out with Neri when Neri went out to fish with his spear gun? (Interpretive: Drawing conclusions) | to infer, to conclude implications or probabilities | 2.30 Extrapolation |
| 5. What, do you think, made Federico change his mind and try swimming with Neri's gear? (Interpretive: Drawing conclusions) | to infer, to conclude implications and probabilities | 2.30 Extrapolation |
| 6.a. What was the prize that Federico captured when he went snorkeling? (Literal: Noting detail) | to recall details | 1.10 Knowledge |
| 6.b. Why did it take courage for him to touch it? (Interpretive: Making inference) | to infer, to conclude implications | 2.30 Extrapolation |
| 7. Do you think Federico will ever want to live in the big city again? (Evaluative: Predicting outcomes) | to infer probabilities | 2.30 Extrapolation |

*Items in parentheses show Houghton Mifflin's interpretation of the cognitive action required. Their analysis and their terminology does not translate specifically to Bloom's Taxonomy.

Table 12 (Continued)

SUBJECT: English/Reading LEVEL: Houghton Mifflin Reading Program: Level L: Banners

| Component | Metfessel's Infinitive | Level Within the Taxonomy |
|---|---|---|
| 1. Literary Skill: Identifying the Setting of a Story<br>In this section, the authors of the text discuss what constitutes the setting of a short story. Students are given principles, facts, and generalizations about what constitutes the setting of a story and how to identify the setting. From the teacher's edition, one cannot identify cognitive skills called for. Apparently, the authors intend that students will remember and be able to pick out or infer details of the setting. This would call for the cognitive skills of remembering details, making inferences from context, and if the assignment were properly constructed, analysis. In this lesson the students are simply asked to recall details from this story. | to recall details | 1.10 |
| Literary Skill: "As I Walk Through the Water"<br>Here the instructor reads the poem, "As I Walk Through the Water". Students are asked to recall specifics. | to recall specifics | 1.10 Knowledge of specifics |
| Students are asked to discuss the value of imagination. The level of the cognitive activity which results depends solely on the expertise and willingness of the teacher to pursue the exercise. The text itself does not appear to lead to high involvement. | to infer values<br>to apply criteria<br>to identify hypotheses<br>to judge values | 2.30 Extrapolation<br>3.00 Application<br>4.10 Analysis<br>6.00 Evaluation |

Table 12 (Continued)

SUBJECT: English/Reading LEVEL: Houghton Mifflin Reading Program: Level L: Banners

| Component | Metfessel's Infinitive | Level Within the Taxonomy |
|---|---|---|
| 2. Teaching Reading Skills<br>In this part of the unit, the instructor uses the editor's directions to teach reading skills. | to recall rules and ways of dealing with specifics | 1.21 Knowledge of rules and ways and devices<br>1.25 To acquire methods and approaches |
| Cognitive activities covered are using context and stress marks on words to determine meanings and pronunciations of words. Students should be using specified rules and generalizations to practice attacking words to get meanings and to pronounce words. They are recalling rules and specifications and transferring the rules and regulations to given words. These skills represent levels within Level 2 of Bloom's Taxonomy, Comprehension. They cannot be considered Level 3, Application, because they are not in such a situation as would require them to automatically apply facts, rules, or regulations learned in past situations. | to rearrange, to reorder, to determine | 2.30 Extrapolation |

Table 12 (Continued)

SUBJECT: English/Reading  LEVEL: Houghton Mifflin Reading Program: Level L: Banners

| | Component | Metfessel's Infinitive | Level Within the Taxonomy |
|---|---|---|---|
| Magazine 1, Units 6-10, End-of-magazine Test A | | | |
| 1.-4. | Decide which pair of guide words would be found on the page with the entry word hateful. (Three sets of guide words are given from which the student must pick the proper pair.) | to acquire methods | 1.25 Knowledge of Criteria |
| 5.-8. | If you are alert, you may be able to see the deer when it comes to graze.<br>The student must use samples from the dictionary to find the correct meaning of the underlined word in the sentence. | to recognize definitions | 1.10 Knowledge of Terminology |
| 9.-12. | Which key word in the pronunciation key tells you the sound of the vowel in the stressed syllable of ________________? (Students must recognize the sound in one of four words which corresponds to the sound designated in a pronunciation key word) | to recognize sounds | 1.10 Knowledge of Specifics |
| 13.-16. | Using a dictionary to determine the correct meaning and pronunciation of the underlined words; selecting a correct response from two given:<br>The citizens' group sent a protest to the mayor when the streets were not cleaned.<br>______The first syllable should be given the stronger stress<br>______The second syllable should be given the stronger stress | to recognize sounds | 1.12 Knowledge of Ways and Means of Dealing with Specifics (rules and directions) |
| 17.-20. | These items require that a student be able to look at the table of contents of a book and tell between which pages a subject might fall.<br>Example:<br>Which pages might tell about sounds that could have been used as the first words? | to recognize references | 1.11 Knowledge of Terminology, references, elements |
| 21.-25. | In these items, the student reads three paragraphs and answers questions based on the items. All items call for recognizing facts or inferring conclusions. | to infer conclusions | 2.30 Extrapolation |

discussed above, the table shows that assessment instruments for Unit 9 of Banners emphasizes low level skills: finding guide words, locating meanings of words, etc. For Unit 9, Banners, assessment Test A has activities limited to levels 1, Knowledge, and 2, Comprehension. Nonetheless, the skills taught and the intent of the unit are reading skills and the test items are testing these skills. Hopefully, stress on higher level skills falls elsewhere in the curriculum.

## Analysis of Unit Tests A and B, Unit 8, Grade 8, District English Program

Unit Tests A and B, Unit 8, Grade 8 were analyzed. All items of Unit Tests A and B ask the student to recall and recognize the rules of punctuation for the business letter. In this respect they fall into Level 2.00 of the Taxonomy--Comprehension. At first glance, one might say that this would be Level 3, Application. Bloom, however, in explaining "Comprehension" says:

> "This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating the material or seeing its fullest implications." (Emphasis added.)

Since the students, in this case, are using rules recently taught and/or reviewed and since they are using them in a situation for which they were specifically briefed, the level of "Application" has not been reached. Bloom, in fact, says that "Application" is the hardest level to test because it requires that the student be removed from the immediate area or situation of learning to the arena of life and that in his work or play he brings to bear instantly those skills studied and tucked away in memory. Bloom states,

> "A demonstration of 'Comprehension' shows that the student can use the abstraction when its use is specified. A demonstration of 'Application' shows that he will use it correctly, given an appropriate situation in which no mode of solution is specified" (P. 120).

Obviously, in this situation the mode is offered to the student who must simply recognize it. It is also true that curriculum specialists in the area of writing correctly assert that such test items as those on the unit tests and as those on the CTBS do not really test a student's ability to write; that can only be done through writing. The same holds true for the application of the rules for punctuation and usage: those rules aid the student in writing only when they are so well known and practiced that they come naturally in writing.

The objectives of the above units were then categorized according to the Taxonomy. Table 14, page 29, entitled "Unit Objectives According to Levels of the Taxonomy," quotes the objective for each unit and places it in a level of the Taxonomy according to the level of cognitive behavior in which it falls.

Clearly, most of the objectives for Levels 14 and 15 and of the units analyzed fall into the Comprehension category. If one compares the infinitives in the objectives with those in Metfessel's breakout of the infinitives for Comprehension, most will be found to be in that category. Since the largest percentage of items found in the tests for these units were classified as Level 1, Knowledge items, one can conclude that the objective presupposes

Table 13

SUBJECT: English Language LEVEL: 8 UNIT(S): 8 [illegible] A X B

| | KNOWLEDGE | | | | | | | | | COMPREHENSION | | | APP-LICA-TION | ANALYSIS | | | SYNTHESIS | | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.00 | | | | | | | | | 2.00 | | | 3.00 | 4.00 | | | 5.00 | | | 6.00 | |
| TEST ITEM | 1.10 | | 1.20 | | | | | 1.30 | | | | | | | | | | | | | |
| | 1.11 | 1.12 | 1.21 | 1.22 | 1.23 | 1.24 | 1 25 | 1.31 | 1.32 | 2.10 | 2.20 | 2.30 | | 4.10 | 4.20 | 4.30 | 5.10 | 5.20 | 5.30 | 6.10 | 6.20 |
| 1 | | | | | | | | | | | X | | | | | | | | | | |
| 2 | | | | | | | | | | | X | | | | | | | | | | |
| 3 | | | | | | | | | | | X | | | | | | | | | | |
| 4 | | | | | | | | | | | X | | | | | | | | | | |
| 5 | | | | | | | | | | | X | | | | | | | | | | |
| 6 | | | | | | | | | | | X | | | | | | | | | | |
| 7 | | | | | | | | | | | X | | | | | | | | | | |
| 8 | | | | | | | | | | | X | | | | | | | | | | |
| 9 | | | | | | | | | | | X | | | | | | | | | | |
| 10 | | | | | | | | | | | X | | | | | | | | | | |
| 11 | | | | | | | | | | | X | | | | | | | | | | |
| 12 | | | | | | | | | | | X | | | | | | | | | | |
| 13 | | | | | | | | | | | X | | | | | | | | | | |
| 14 | | | | | | | | | | | X | | | | | | | | | | |
| 15 | | | | | | | | | | | X | | | | | | | | | | |
| 16 | | | | | | | | | | | X | | | | | | | | | | |
| 17 | | | | | | | | | | | X | | | | | | | | | | |
| 18 | | | | | | | | | | | X | | | | | | | | | | |
| 19 | | | | | | | | | | | X | | | | | | | | | | |
| 20 | | | | | | | | | | | X | | | | | | | | | | |
| 21 | | | | | | | | | | | X | | | | | | | | | | |
| 22 | | | | | | | | | | | X | | | | | | | | | | |
| 23 | | | | | | | | | | | X | | | | | | | | | | |
| 24 | | | | | | | | | | | X | | | | | | | | | | |
| 25 | | | | | | | | | | | X | | | | | | | | | | |

Table 14

UNIT OBJECTIVES ACCORDING TO THE TAXONOMY

| Level and UNIT | OBJECTIVE | LEVEL OF THE TAXONOMY OF SKILLS REQUIRED |
|---|---|---|
| Level 14<br>Unit 4 | The student will make inferences, draw conclusions, identify sequences and cause and effect from a reading passage by completing and/or answering questions and will decode and comprehend new vocabulary. | LEVEL 2<br>Comprehension |
| Level 14<br>Unit 5 | The student will demonstrate an understanding of the meaning of words presented in the context of a reading passage by completing sentences and/or answering questions and will decode and comprehend new vocabulary. | LEVEL 2<br>Comprehension |
| Level 14<br>Unit 6 | The student will recall details that have been reworded from a reading passage by completing sentences and/or answering questions and will decode and comprehend new vocabulary. | LEVELS 1 & 2<br>Knowledge and Comprehension |
| Level 15<br>Unit 5 | The student will make inferences, draw conclusions make contrasts and comparisons and identify causes and effect in a reading passage by completing sentences and/or answering questions and will decode and comprehend new vocabulary. | LEVEL 2<br>Comprehension<br>LEVEL 4<br>Analysis |
| Level 15<br>Unit 6 | The student will infer character traits and distinguish between fact and opinion in a reading passage by completing sentences and/or answering questions and will decode and comprehend new vocabulary. | LEVEL 2<br>Comprehension<br>LEVEL 4<br>Analysis |
| Grade 8<br>Unit 8 | Students Should: | |
| | 1. Increase language fluency through participation in dramatic and creative interpretations; | LEVEL 5<br>Synthesis |
| | 2. Incorporate a sense of mood, point of view, and appropriate diction into writing; | LEVEL 5<br>Synthesis |
| | 3. Describe a scene or character, including detailed observations; | LEVEL 3<br>Application |
| | 4. Compose and punctuate a simple dialogue. | LEVEL 5<br>Synthesis |

higher level skills than those tested by the tests.

The design of Unit 8, Grade 8, English Language Program calls for two methods of evaluation for the unit. One method is that of the unit tests--A and B. Clearly, the items of the unit tests fall into the Comprehension level of the Taxonomy. The second method used for the evaluation of student learning in Unit 8 is the production of a script for a scene which incorporates a sense of mood, point of view, and appropriate diction in writing. Also involved is the description of characters, giving of observation, and composing dialogue using correct punctuation. This, in effect, is the production of a new and unique communication: 5. Synthesis. In the unit, students read plays, including _The Diary of Anne Frank._ Out of the study of these plays, the student is to gain those skills and knowledge which will enable one to write a short script of one's own. Carried out properly, these exercises lead to higher level skills. This is a characteristic of the district's English Language Program at Grades K-8. Objective tests are used to measure certain skills taught; oral and written products are used to evaluate the students' progress in the application of writing/speaking skills and cognitive skills learned in the classroom.

## VI.

## RECAPITULATION

This study gave a brief review of _Taxonomy of Educational Objectives: Cognitive Domain_ by Bloom and his associates. The Taxonomy is a classification of cognitive (mental) skills into a hierarchy from simplest (recall of knowledge) to the most complicated (evaluation). Next, selected studies were reported indicating that others have used the Taxonomy to classify test items and curricular objectives. Most studies have found that teacher-made and district-devised tests and curricular outcomes can be placed in the lower levels of the Taxonomy, especially the Knowledge category. The levels of cognitive skills tested for by the Comprehensive Tests of Basic Skills were then analyzed and recorded. It was concluded that most items of these tests fall within the first two levels of the Taxonomy, with an occasional item falling in Level 3--Application.

Selected unit tests and objectives of the Achievement Goals Program were reviewed and analyzed to determine the level of skills tested in the units. Most test items, it was found, fall within the first two levels of the Taxonomy--Knowledge and Comprehension. Unit objectives in reading at the elementary level fell consistently in the second level of the Taxonomy--Comprehension. This was found to be true for the AGP series based on Ginn materials and for the series based on Houghton Mifflin materials. At grade 8, Unit 8, of the District English Program, the objectives listed appeared to fall within the fifth level of the Taxonomy--Synthesis.

## VII.

## CONCLUSIONS

The following conclusions seem warranted in view of the data reported above:

1. A review of studies across the country in which analysis of teacher and district-devised tests were conducted show that these tests are composed of items which fall into the Knowledge and Comprehension categories.

2. Thirty-nine of the 45 items of the Reading Comprehension subtest, CTBS, Form V, Level G, fall in the range of Knowledge 1.00 and Comprehension 2.00; six of the items are in the Application range.

3. Most items of the Unit Mastery Tests, Levels 14 and 15, Achievement Goals Program, Reading, fall in the Knowledge and Comprehension levels of the Taxonomy.

4. Objectives of the reading program Levels 14 and 15, Achievement Goals Program are at the levels of Knowledge and Comprehension.

5. Tests, objectives, and activities of Level L: Banners of the Houghton Mifflin series, fall in the range of Knowledge and Comprehension with 2 items at higher levels, depending on teacher use.

6. All items of the Mastery Tests, Grade 8, Unit 8, District English Program, fall into the Comprehension level.

7. Unit 8 of the District English Program at Grade 8 appears to have objectives which range from Level 1.00, Knowledge through Level 5.00, Synthesis. In this unit, assessment is by a written product.

8. As evidenced by the literature, the Taxonomy can be used to guide curriculum construction and test development in such a way as to insure that higher level cognitive skills are built into a program.

9. Current literature evidences a growing dissatisfaction with curricula limited to the lower levels of cognitive activity and call for a restructuring of teaching to include higher levels of thought.

## VIII.

## RECOMMENDATIONS

1. District personnel closely associated with the Achievement Goals Program should examine the findings of this study. These findings should provide encouragement to look at AGP, assimilate the ideas of the Taxonomy of Educational Objectives, and consider how the Taxonomy can be applied to their program. The success of AGP is well documented by improved test scores in basic skills. Further development that includes higher cognitive skills would increase the value of AGP to students in the district and the de-

velopment of test items to assess these skills would elevate the program's credibility and blunt the criticisms that AGP is inappropriate for more advanced students.

2. Although this study was conducted on AGP, similar studies should be conducted on other district programs and curricula; there is no reason to believe that results in AGP Reading and District English would be dissimilar from other programs.

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# APPENDICES

# APPENDIX A

## Explication of Bloom's *The Taxonomy of Educational Objectives: Cognitive Domain*

## APPENDIX A

## EXPLICATION OF BLOOM'S, *THE TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN*

The report, *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain* was compiled by a committee of college and university examiners headed by Benjamin S. Bloom. In 1948, the American Psychological Association Convention met in Boston. It was at this meeting that this group of college examiners decided to work toward the establishment of a theoretical framework of educational objectives which could be used to facilitate communication among educators and examiners.

> "After considerable discussion, there was agreement that such a theoretical framework might best be obtained through a system of classifying the goals of the educational process, since educational objectives provide the basis for building curricula and tests and present the starting point for much of our educational research" (Page 14).

The committee of the aforestated work said of their endeavor that it was "an attempt to build a taxonomy of educational objectives" (Page 6). In explaining their use of the word "classification," they stated:

> "Taxonomies, particularly Aristotelian taxonomies, have certain structural rules that exceed in complexity the rules of a classification system. While a classification scheme may have many arbitrary elements, a taxonomy scheme may not. A taxonomy must be so constructed that the order of the terms must correspond to some 'real' order among the phenomena represented by the terms" (Page 17).

The objective of the committee was, therefore, to find a method of "ordering phenomena, cognitive processes, such that the method of ordering reveals significant relationships among the phenomena" (Page 17).

> "This is the basic problem of a taxonomy--to order phenomena in a way which will reveal some of their essential properties as well as the inter-relationships among them" (Page 17).

The original plan of the committee was to prepare a complete taxonomy of three parts: the cognitive domain, the affective domain, and the psychomotor domain. This first handbook concerned itself primarily with the cognitive domain. In the cognitive domain of educational objectives, the committee discussed those activities which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. Future handbooks were proposed to deal with the affective and psychomotor domains. (Page 17)

In speaking of the purpose of the taxonomy, Bloom and his associates pointed out that it helped meet the need for a single structure or plan that would enable educators and examiners to speak of the processes of education and be sure that they were talking about a specific idea or process. They said:

> "The major purpose in constructing a taxonomy of educational objectives is to facilitate communication. In our original consideration of the project we conceived of it as a method of improving the exchange of ideas and materials among test workers as well as other persons concerned with educational research and curriculum development." (Page 10)

The committee suggested that educators and teachers would also find the taxonomy useful in the following ways:

1. As a guide to curriculum constructors.
2. As a criterion by which to evaluate existing curricula.
3. As a guide to the individual teacher in lesson planning and testing.
4. As a guide to prevent overemphasis on one phase of education alone, especially that phase that deals with the gaining of knowledge.
5. As a guide to the student in carrying out the educational process. (Page 20-21)

This committee decided that there should be certain principles which controlled the organization of their work.

> "...it was agreed that the taxonomy should be an educational-logical-psychological classification system. Thus, first importance should be given to educational considerations. Insofar as possible, the boundaries between categories should be closely related to the distinctions teachers make in planning curricula or in choosing learning situations... Second, the taxonomy should be a logical classification in that every effort should be made to define terms as precisely as possible and to use them consistently. Finally, the taxonomy should be consistent with relevant and accepted psychological principles and theories" (Page 16).

In selecting a single classification system, the authors followed these principles:

1. The distinctions between the classes should reflect the distinctions teachers make between student behavior.
2. The taxonomy should be "logically developed and internally consistent."
3. It should be consistent with "our present understanding of psychological phenomena."
4. It should be a "purely descriptive scheme in which every type of educational objective can be represented in a relatively neutral fashion." (Page 13-14)

In deciding what was to be classified, they determined that:

> "This taxonomy is designed to be a classification of the student behaviors which represent the intended outcomes of the educational process. It is assumed that essentially the same classes of behavior may be observed in the usual range of subject-matter content, at different levels of education, and in different schools" (Page 13).

There follows the basic taxonomy as arrived at by Bloom and the committee of college examiners who worked with him. It was presented and discussed briefly at this point to give the reader a clear idea of the taxonomy. It was presented again as the basic outline of the proposed unit and explanations of the individual parts were offered then.

The Taxonomy of Educational Objectives: Cognitive Domain

- 1.00 Knowledge
  - 1.10 Knowledge of specifics
  - 1.20 Knowledge of ways and means of dealing with specifics
  - 1.30 Knowledge of the universals and abstractions in a field

- 2.00 Comprehension
  - 2.10 Translation
  - 2.20 Interpretation
  - 2.30 Extrapolation

- 3.00 Application

- 4.00 Analysis
  - 4.10 Analysis of elements
  - 4.20 Analysis of relationships
  - 4.30 Analysis of organizational principles

- 5.00 Synthesis
  - 5.10 Production of a unique communication
  - 5.20 Production of a plan, or proposed set of operations
  - 5.30 Derivation of a set of abstract relations

- 6.00 Evaluation
  - 6.10 Judgements in terms of internal evidence
  - 6.20 Judgements in terms of external criteria
    (Page x-xi)

The digit notations used by Bloom and his associates were used to show logical internal organization from one denomination to another. Those digits to the left of the decimal represented major divisions in a logical sequence. Such sequence may be in terms of steps in a process, of degrees of quality, of arrangements from simple to complex or primary to secondary, or of value judgements as from desirable to undesirable. Minor divisions of organization were shown by retaining the digit left of the decimal. Such a plan of outlining was felt to be more suitable to a taxonomy than the plan of organization by Roman numerals, letters, and Arabic numerals. (Page 10)

Overall, the taxonomy represented a sequence from simple processes to complex processes, "Knowledge" representing the simplest cognitive process and "Evaluation" representing the most complex and demanding. Internally, there was also such a progression. For instance, it was shown by the committee that, in the gaining of knowledge, "knowledge of specifics" was an objective easier to attain than that of "knowledge of universals and abstractions in a field." (Page 16)

In the discussion of the taxonomy, Bloom pointed out that the taxonomy fell into two major areas. The first division of the taxonomy, knowledge, made up the first area. Comprehension through evaluation comprised the second area. There was logic to this division. "Knowledge" represented no actual process or skill. The learning of materials or the acquiring of knowledge was compared to the purchasing of a tool, the purchasing of which is senseless if the tool is not to be used. The last five divisions of the taxonomy represented skills, skills of increasing complexity. They represented the use of the tool knowledge. It was shown that knowledge is like a letter filed away in a file. The contents of the letter become useful only when acted upon through the skills of the second area of the taxonomy. (Page 33)

The committee which Bloom headed realized that the six areas were not clearcut or precisely defined. They recognized that there was an overlapping among all the divisions and that to some extent each process involved all other processes. In application, for instance, there is a strong demand for knowledge and a strong demand for the ability to analyze to determine which knowledge to use in a given situation. (Page 33)

The following justifications for the development of knowledge were given:

1. Knowledge causes one to develop an acquaintance with reality. Recent findings concerning the universe were used to typify this justification.

2. Knowledge is needed as a basis for all the other ends or purposes of education.

3. Knowledge gives status in our culture. (Page 32-34)

The needs of our society were the justifications for the development of the other areas of the taxonomy--the intellectual abilities and skills. The committee believed that the school seeks to develop citizens capable of conquering the problems of society and that such citizens must be skillful in the use of the ever-growing mountain of knowledge that our society is amassing. (Page 35)

# APPENDIX B

## Instrumentation of the Taxonomy of Educational Objectives: 1. Cognitive Domain by

Newton S. Metfessel

APPENDIX B

**Newton S. Metfessel**

## TABLE I INSTRUMENTATION OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES:

## 1. COGNITIVE DOMAIN

| Taxonomy Classification | key words | |
|---|---|---|
| | Examples of Infinitives | Example of Direct Objects |
| 1.00 Knowledge | | |
| 1.10 Knowledge of Specifics | | |
| 1.11 Knowledge of Terminology | to define, to distinguish, to acquire, to identify, to recall, to recognize | vocabulary, terms, terminology, meaning(s) definition referents, elements |
| 1.12 Knowledge of Specific facts | to recall, to recognize, to acquire, to identify | facts, factual information (sources), (names), dates) (events), (persons), (places), (time periods), properties, examples, phenomena |
| [illegible]0 Knowledge of Ways and Means of Dealing with Specifics | | |
| 1.21 Knowledge or Conventions | to recall, to identify, to recognize, to acquire | form(s), conventions, uses, usage, rules, ways devices symbols, representations, style(s), format(s) |
| 1.22 Knowledge of Trends, sequences | to recall, to recognize, to acquire, to identify | action(s), processes, movement(s), continuity, development(s), trend(s), sequences causes, relationship(s), forces, influences |
| 1.23 Knowledge of Classifications and Categories | to recall, to recognize, to acquire, to identify | area(s), type(s), feature(s) class(es), set(s), division(s), arrangement(s) classification(s), categories |
| 1.24. Knowledge of criteria | to recall, to recognize, to acquire, to identify | criteria, basics, elements |
| 1.25 Knowledge of Methodology | to recall, to recognize, to acquire, to identify | methods, techniques, approaches, uses, procedures treatments |
| 1.30 Knowledge of the Universals and Abstractions in a field | | |

Page 2 Table 1 Continued

| | | | |
|---|---|---|---|
| 1.31 | Knowledge or Principles, Generalizations | to recall, to recognize, to acquire, to identify | principle(s), generalization(s), proposition(s), fundamentals, laws, principal elements, implcation(s) |
| 1.32 | Knowledge of Theories and Structures | to recall, to recognize, to acquire, to identify | theories, bases, interrelations, structure(s), organization(s), formulation(s) |
| 2.00 | Comprehension | | |
| 2.10 | Translation | to translate, to transform, to give in own words, to illustrate, to prepare, to read, to represent, to change, to rephrase, to restate | meaning(s), sample(s), definitions, abstractions, representations, words, phrases |
| 2.20 | Interpretation | to interpret, to reorder to rearrange, to differentiate, to distinguish, to make, to draw, to explain, to demonstrate | relevancies, relationships essentials, aspects, new view(s), qualifications, conclusions, methods, theories, anstractions |
| 2.30 | Extrapolation | to estimate, to infer, to conclude, to predict, to differentiate, to determine, to extend, to interpolate, to extrapolate, to fill in, to draw | consequences, implications, conclusions, factors, ramifications, meanings, corrolaries, effects, probabilities |
| 3.00 | Application | to apply, to generalize, to relate, to choose, to develop, to organize, to use, to employ, to transfer to restructure, to classify | principles, laws, conclusions, effects, methods, theories, abstractions, situations, generalizations processes, phenomena, procedures |
| 4.00 | Analysis | | |
| 4.10 | Analysis to Elements | to distinguish, to detect, to identify, to classify, to discriminate, to recognize, to categorize, to deduce | elements, hypothesis/ hypotheses, conclusions, assumptions, statements (of fact), statements (of intent), arguments, particulars |
| 4.20 | Analysis or Relationships | to analyze, to contrast, to compare, to distinguish, to deduce | relationships, interrelationships, relevance, relevancies, themes, evidence, fallacies, arguments, cause-effect)s), consistency/consistencies, parts, ideas, assumptions |

| | | | |
|---|---|---|---|
| 0 | Analysis of Organizational Principles | to analyze, to distinguish, to detect, to deduce | form(s), pattern(s), purpose(s), point(s), of view(s), techniques |
| 5.00 | Synthesis | | |
| 5.10 | Production of a Unique Communication | to write, to tell, to relate, to produce, to constitute, to transmit, to originate, to modify, to document | product performance(s), design(s), work(s), communications, effort(s) |
| 5.20 | Production of a Plan, or Proposed Set of Operations | to propose, to plan to produce, to design, to modify, to specify | plan(s), objectives specification(s) Schematic(s) |
| 5.30 | Derivation of a Set of Abstract Relations | to produce, to derive to develop, to combine, to organize, to synthesize, to classify, to deduce, to develop, to formulate, to modify | phenomena, taxonomies, concept(s), theories, relationships, abstractions generalizations, hypothesis hypotheses, preceptions |
| 6.00 | Evaluation | | |
| .10 | Judgments in Terms of Internal Evidence | to judge, to argue, to validate, to assess, to decide | accuracy/accuracies, consistency/consistencies, fallacies, reliability |
| 6.20 | Judgments in Terms of External Criteria | to judge, to argue, to consider, to compare, to contrast, to standardize, to appraise | ends, means, efficiency generalizations |

# APPENDIX C

## Taxonomy of Educational Objectives

# APPENDIX C

## Taxonomy of Educational Objectives

## Cognitive Domain

### KNOWLEDGE

1.00 Knowledge
  1.10 Knowledge of Specifics
    1.11 Knowledge of Terminology
    1.12 Knowledge of Specific Facts
  1.20 Knowledge of Ways and Means of Dealing with Specifics
    1.21 Knowledge of Conventions
    1.22 Knowledge of Trends and Sequences
    1.23 Knowledge of Classifications and Categories
    1.24 Knowledge of Criteria
    1.25 Knowledge of Methodology
  1.30 Knowledge of the Universals and Abstractions in a Field
    1.31 Knowledge of Principles and Generalizations
    1.32 Knowledge of Theories and Structures

### INTELLECTUAL ABILITIES AND SKILLS

2.00 Comprehension
  2.10 Translation
  2.20 Interpretation
  2.30 Extrapolation
3.00 Application
4.00 Analysis
  4.10 Analysis of Elements
  4.20 Analysis of Relationships
  4.30 Analysis of Organizational Principles
5.00 Synthesis
  5.10 Production of a Unique Communication
  5.20 Production of a Plan, or Proposed Set of Operations
  5.30 Derivation of a Set of Abstract Relations
6.00 Evaluation
  6.10 Judgments in Terms of Internal Evidence
  6.20 Judgments in Terms of External Criteria

# APPENDIX D

## Unit Tests
## Levels 14, 15 and English 8

64

Level 14, Unit 4
Unit Test A

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Windows and Walls* - Level 14
Unit 4 - Unit Test A

Number Correct ____________

Name ______________________________

Date ______________________________

**DIRECTIONS** Read Story 1 and answer the questions.
Look back at Story 1 as you answer the questions.

## THE BROWN STORE REGULARS

1 The Brown Store, at the corner of Hunter Hill and Tower streets in Canton, had been a hangout for the neighborhood kids for years. "It was sort of handed down to us from the older kids," dark-haired Ron Galliano said. Ron and his friends all live in the housing project in Canton. They are a close-knit group and have been since childhood. "A lot of people consider us a gang in the bad sense of the word," said Ron. "But we don't do anything bad; we just like to hang out on the corner."

One evening the Brown Store "gang" was standing on the corner, talking about what to do for Ron's upcoming birthday. Across the street, a Canton patrol officer, Joe Vitalia, had just finished his security check on the closed stores. Then, as the officer remounted his motorcycle and began to drive away, he was struck by a speeding car that pulled out of a side street. The officer's motorcycle exploded and Vitalia was trapped under it!

At first the Brown Store kids just stared in disbelief. They could see that a piece of the twisted metal was wrapped around Vitalia's leg. They knew that if they didn't do something fast, it would be too late. Gallons of gasoline from the bike covered the street; there could be another explosion at any moment.

In a split second, Ron and two buddies, Pat and Kenny, ran over and put out the flames on Vitalia's boots. Then they pulled him out from under his bike.

1. In this story the word close-knit means

○ knit tightly.

● firmly united.

○ closed to adults.

○ interested in weaving.

2. In this story the word security means

○ pledged money.

● safety.

○ seized.

○ promised.

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**DIRECTIONS** Look back at Story 1 as you answer the questions.

3. In this story the word disbelief means

○ not honest.
● a refusal to believe.
○ a frightening way.
○ an angry silence.

4. The prefix re in the word remounted means

○ above.
○ back.
● again.
○ against.

5. What might be another good title for this story?

○ People Are Funny
● Brown Store Regulars To The Rescue
○ Fun With The Brown Store Gang
○ Trying Times For A Gang From Canton

6. Why do you think the Brown Store Regulars hung around the corner?

○ They liked to annoy people.
● It was a convenient place to meet.
○ They wanted to be ready for emergencies.
○ It was the only place in town to meet.

7. Why did people have a bad impression of the Brown Store Regulars?

○ Newspapers had said that all gangs were bad.
○ The police had a bad view of them.
○ The gang members always caused trouble.
● People saw them and imagined bad things.

8. What might have happened if Ron and his friends hadn't acted so quickly?

○ The friendship of the gang would have broken up.
○ The gang would have gotten into trouble.
● The police officer would have been killed.
○ Officer Vitalia would have arrested them.

**DIRECTIONS**

Read Story 2 and answer the questions.
Look back at Story 2 as you answer the questions.

## 2

Two other group members quickly ran to a phone and called the police and ambulance. The officer was immediately rushed to a nearby hospital where he was treated for multiple burns and then released.

A reporter from the local paper who witnessed the incident asked the Brown Store group members what their feelings were about the accident.

"When we saw the bike blow up, our first reaction was to save Vitalia," said Pat. "I'd like to be a police officer myself someday, and I hope someone would do the same for me."

"Yeah," added Kenny. "Lots of people think of us as just 'gang' members, but we do other things."

"That's right," said Ron. "Some of us have part-time jobs and others play on school sports teams..."

"And if we hadn't been hanging out on the corner," interrupted Kenny, "who would have helped the officer?"

"That's very true," the reporter said. "And I plan to write a story about you guys called the Brown Store Heroes."

"No," said Ron. "We just want to be known as a good gang. We prefer being called the Brown Store Regulars."

9. In this story the word multiple means

● many.
○ few.
○ some.
○ no.

10. In this story the word incident means

○ inside.
● event.
○ gang members.
○ explosion.

Ginn 720

*Windows and Walls* - Level 14
Unit 4 - Unit Test A

**DIRECTIONS** Look back at Story 2 as you answer the questions.

11. The prefix re in the word repressed makes the word mean

○ pressed forward.

○ pressed quietly.

● pressed back.

○ pressed once.

12. Why did it turn out to be a good thing that the Brown Store Regulars "hung around" on a corner?

○ It was convenient to a telephone for calling friends.

○ They could be interviewed by the reporter more easily.

○ They had a good view of the car that hit the police officer.

● They saw the accident immediately and could react quickly.

13. The reporter of this story probably wrote to tell people

○ not to ride motorcycles

● about the good things young people do.

○ about a situation that ended unhappily.

○ about the dangers of speeding cars.

14. Why didn't the Brown Store Group members want to be called heroes?

○ They weren't proud of what they did.

○ They weren't afraid of rival gangs.

○ They didn't want any publicity at all.

● They just wanted to be known as regular guys.

15. The theme of this selection is:

● you can't judge people by their appearance.

○ a police officer's life is dangerous.

○ a stitch in time saves nine.

○ don't believe what you read in the paper.

16. From this selection you might think

○ all gangs are bad.

○ no gangs are bad.

○ all gangs are good.

● some gangs are good.

Ginn 720

*Windows and Walls* - Level 14
Unit 4 - Unit Test A

DIRECTIONS Mark the word that best completes the sentence.

17. The tiny animal was __________ under the log.

○ obliging
○ compelled
○ gravely
● cowering

18. The heat __________ by the large furnace was tremendous.

○ embroidered
○ compelled
● emitted
○ quavered

19. The earthquake caused the worst __________ they could remember.

● catastrophe
○ relish
○ spree
○ proverb

20. The agreement made by the company was __________ and not to be questioned.

○ rapt
○ carrion
● incontrovertible
○ vitals

21. The meeting __________ the president for almost an hour.

○ clambered
● detained
○ grouped
○ representatives

22. The heavy rains caused the water to __________ through the valley.

● rampage
○ leisurely
○ veld
○ impudence

23. It was an __________ dress that she wore to the party.

○ agenda
○ invariably
○ askance
● exquisite

24. There was a _____ odor in the room from the rotting food.

○ glen
● vile
○ protuberance
○ begrudged

25. Due to the war, __________ of all the news was necessary.

○ compensated
○ exasperation
● censorship
○ presiding

Level 14, Unit 4
Unit Test B

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Windows and Walls* - Level 14
Unit 4 - Unit Test B

Number Correct ________

Name ________________________________

Date ________________________________

DIRECTIONS Read Story 1 and answer the questions.
Look back at Story 1 as you answer the questions.

## THE TOWER OF LONDON

1

One of the most important historic places in England is the Tower of London. First constructed by William the Conqueror, the Tower was built for the purpose of protecting and controlling the city. It is a group of stone buildings and includes an ancient fortress, a dark prison, and a former palace. The Tower stands on the north bank of the Thames River. Including the moat, it covers an area of 18 acres (7.3 hectares).

The Tower has played an important part in the history of England. It was occupied as a palace by kings and queens. It was the custom for each monarch to stay in the Tower before his or her coronation, or crowning.

Throughout its history, the Tower was also used as a prison. The oldest and most important building in the Tower grouping is the White Tower, or Keep. Many famous persons from the twelfth to the twentieth century were held prisoner in the White Tower. It is one of the earliest and largest keeps in Western Europe.

1. In this story the word moat means

● deep wide ditch around a castle.

○ shallow stream near the castle.

○ rushing river near the castle.

○ a storm drain.

2. In this story the word coronation means

● ceremony of crowning.

○ marriage.

○ period of knighthood.

○ imprisonment.

*Windows and Walls* - Level 14
Unit 4 - Unit Test B

DIRECTIONS Look back at Story 1 when you answer the questions.

3. In this story the word Keep means

○ guard.
○ friend.
○ palace.
● prison.

4. The prefix re in the word resumed makes the word mean

○ took up before.
○ took up a little.
● took up again.
○ took up quietly.

5. This story is mainly about

○ England's historic dislike for the Tower of London.
○ King Henry VIII and William the Conqueror.
○ the history of Armor.
● the historical significance of the Tower of London.

6. Which statement is true of the tower?

○ It was used only as a prison and only for five years.
● It was built as a fortress to protect the city.
○ It has been used as a university as well as a hospital.
○ It is constructed of brick.

7. The oldest building in the Tower grouping is the

○ armory.
○ chapel.
● White Tower
○ former palace.

8. English kings and queens used the Tower of London as

○ a home
● a coronation sight.
○ a place to entertain prisoners.
○ the location of a school.

*Windows and Walls* - Level 14
Unit 4 - Unit Test B

**DIRECTIONS** Read Story 2 and answer the questions.
Look back in Story 2 as you answer the questions.

**2**

Although at first glance the White Tower looks square, it is actually quite irregular. Its four sides are all of different lengths, and three of its corners are not right angles. The Keep has four turrets--small towers--at the corners, three of them square, and one circular. The interior of the prison is stark and strict. The outer walls vary in thickness from 11 to 15 feet (3.4 to 5.3 meters). It appears that every consideration was given to obtaining the greatest strength and security. During the wars between England and France, many prisoners were held there.

Also housed in the Tower of London are the crown jewels. Most of the royal jewelry and clothing displayed dates from the seventeenth century. Regrettably, nearly all the jewels of six centuries of the English monarchy were sold or melted down by Oliver Cromwell, who led Parliament during the English Civil War. After the Civil War, as many jewels as possible were recovered and new jewelry was made resembling the old.

The Tower of London also contains a great museum of armor. The present collection was started by King Henry VIII, who had a deep personal interest in armor. The Tower Armories have been a showplace for years and can claim to be the oldest museum in England. Armors of Henry VIII, several Elizabethan attendants, and the Stuart princes are on display. Also contained in this fascinating museum are weapons and armor that were used for sport in the Middle Ages, and a fine selection of crossbows and hunting swords.

9. In this story the word turrets means

○ rooms.
● towers.
○ prison.
○ doors and windows.

10. In this story the word stark means

○ star like.
○ starred.
● bare.
○ starch.

**DIRECTIONS** Look back at Story 2 as you answer the questions.

11. The prefix re in the word recovered means

○ beyond.
○ against.
○ before.
● again.

12. The Tower Armories can be considered

● the oldest museum in England.
○ as important residences.
○ very substantial prisons.
○ as newly acquired collections.

13. Most of the crown jewels at the Tower of London

● date from the Middle Ages.
○ are six centuries old.
○ belonged to Oliver Cromwell.
○ date from the 1600s.

14. From the description of the Tower we can conclude

● it is old and strong
○ it is crumbling and failing down.
○ it is ultra modern.
○ it will be used for many years.

15. The museum of armor contains

○ only weapons of war.
○ royal clothing and jewelry.
● weapons and armor for sport or war.
○ only the crown jewels and weapons.

16. We can tell from this selection Henry VIII had a deep personal interest in

○ prisoners.
○ coronations.
○ the crown jewels.
● armor.

Ginn 720

*Windows and Walls* - **Level 14**
**Unit** 4 - Unit Test B

DIRECTIONS Mark the word that best completes the sentence.

17. There was no argument as the rule was

○ quavered.
● incontrovertible.
○ carrion.
○ agenda.

18. The dog was ________ in the corner, knowing there would be trouble.

● cowering
○ vitals
○ protuberance
○ gravely

19. Heat and light ______ by the sun is a source of energy.

○ groped
○ embroidered
○ representatives
● emitted

20. The guests were _______ by the traffic jam on the freeway.

○ begrudged
○ exasperation
● detained
○ emitted

21. We can't avoid a __________ that is caused by a storm.

● catastrophe
○ compelled
○ leisurely
○ rapt

22. The frightened elephant started to ______ through the forest.

○ compensated
○ presiding
○ invariably
● rampage

23. There was an ______ lace cloth covering the table.

○ askance
● exquisite
○ obliging
○ impudence

24. ________ of all printed materials was the rule.

○ Spree
○ Proverb
● Censorship
○ Relish

25. No one was able to discover the reason for the ______ odor.

○ glancing
○ clambered
○ glen
● vile

## Level 14, Unit 5
## Unit Test A

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Windows and Walls* - Level 14
Unit 5 - Unit Test A

Number Correct ____________

Name ______________________________

Date ______________________________

**DIRECTIONS** Read the story below.
Mark the correct answer.
Look back at the story as you answer the questions.

## THE TERRIFYING TRESPASSERS

**1** Hal and his sister Lin jumped into their LG1 land glider and zoomed across the farm. They stopped on top of a rock pile and surveyed the land. A feeling of quiet pride came over them as they gazed at the lush, green landscape below.

The warm air of the morning reminded them of the fantastic advancements their society had made. "You know, Lin," said Hal, "it wasn't that long ago that we couldn't control our environment. We were victims of it instead of controllers."

"That's right," agreed Lin. "We had to wait for sunshine and rain. And we had to hope that pests, such as insects, didn't invade the crops."

"But we've made great progress," added Hal. "Here it is 451 Interspace Age, and in those four and one-half centuries the people of this planet have accomplished a lot."

"Well, so much for reflection," interrupted Lin. "We'd better get out of here before the rain ship flies over. We ordered ten thousand gallons of rain for the crops in the south section."

Lin and Hal hopped into their LG1 and started making their way across the farmland. They wanted to get back to the house before the supersonic rain machine took off. They knew that without the continuous supply of water, the fertile soil would dry up and crumble. The dry land would kill the life-sustaining plants. And without the plants, the planet's food supply would be in danger.

As the LG1 skimmed along, Lin and Hal scanned the property. Suddenly, out of the corner of her eye, Lin spotted something shiny. "What's that?" she asked Hal as she pointed to the sparkling object on the horizon.

1. In this story controllers means
   - ○ contributors.
   - ● commanders.
   - ○ contradictors.
   - ○ commissioners.

2. In this story surveyed means
   - ○ measured.
   - ○ mapped.
   - ● viewed.
   - ○ charted.

**DIRECTIONS** Look back at Story 1 as you answer the questions.

3. In this story reflection means
   - ● thinking.
   - ○ mirrors.
   - ○ lights.
   - ○ showing.

4. The suffix ship in the word partnership makes the word mean
   - ○ like a.
   - ● position of.
   - ○ forward to.
   - ○ backward to.

5. In this story zoomed means
   - ○ focused in.
   - ● traveled.
   - ○ shot upward.
   - ○ televised.

6. In this story the supersonic rain machine is a machine that
   - ○ makes rain water.
   - ● flies and dumps water.
   - ○ makes a lot of noise.
   - ○ has great speed.

7. In this story quiet pride means
   - ○ silent strength.
   - ● pleased satisfaction.
   - ○ hushed conceit.
   - ○ calm arrogance.

8. In this story life sustaining plants are
   - ○ long lived.
   - ○ healthy and nutritious.
   - ○ starchy and fattening.
   - ● necessary to life.

**DIRECTIONS** Read the story below.
Mark the correct answer.
Look back at the story as you answer the questions.

## THE TERRIFYING TRESPASSERS

**2**

"I don't know," answered Hal in a puzzled tone. "But I don't think we should try to find out. The rain machine will be here any minute and, anyway, it might be something dangerous. Maybe we should report it to the Agency."

"Oh, aren't you curious?" Lin asked. "I've got to see what's going on." Lin took the controls of the LG1 and whisked across the land.

As they neared the shiny object, they could see that it was covered with mirrors. "Why, it can't be mirrors," thought Hal. "They have been rationed by the Agency for years."

Lin set the LG1 down cautiously. They got out and crawled slowly up the side of a huge boulder. They peeked over the edge and both of them gasped. It was a UFO! Lin and Hal just clung to one another and stared in disbelief. Before they could move or speak, they saw a door of the spaceship open.

"Look at those ugly, terrifying creatures," Lin whispered.

"They're terrible," added Hal through chattering teeth. "Let's get out of here."

Lin and Hal ran faster than they ever had. The thought of possibly being caught by those monsters made them almost fly to the LG1. As they leaped into their glider, Lin whispered, "We've got to call the Agency and warn everyone before those horrible two-legged monsters destroy us."

Hal gazed into his sister's purplish-green face and grasped one of her seven arms. "You're right, Lin, it's our responsibility to save the residents of Galvinite!"

9. In this story the word whisked means

○ bounced.
● swept.
○ stirred.
○ brushed.

10. In this story the word rationed means

○ broken.
○ eaten.
○ rated.
● allotted

11. The moon is a crescent of yellow cheese.

The sentence above is an example of a

○ simile.
● metaphor.
○ context clue.
○ descriptive language.

12. The tea kettle hissed like an angry cat.

The sentence above is an example of a

● simile.
○ metaphor.
○ context clue.
○ figurative language.

**DIRECTIONS** Look back at Story 2 as you answer the questions.

13. In this story the Agency is like the

● government.
○ library.
○ army.
○ newspaper.

14. In this story ugly terrifying creatures means

○ insects.
○ teachers.
○ witches.
● people.

15. In this story ran faster than they ever had means they

○ won the race.
● ran very quickly.
○ were the fastest.
○ were fast runners.

16. In this story made them almost fly means they

○ moved lightly.
○ flew low.
● made haste.
○ glided along.

**DIRECTIONS** Mark the word that bests completes the sentence.

17. All was in a state of __________ with clothes thrown everywhere.

○ export
● disarray
○ alibi
○ council

18. The crowd was large and __________ causing many problems.

○ fiasco
○ banquet
● boisterous
○ ethics

*Windows and Walls* - Level 14
Unit 5 - Unit Test A

**DIRECTIONS** Mark the word that best completes the sentence.

19. He __________ as he listened to the controversial words of the speaker.

● glowered
○ quarry
○ severed
○ mauled

20. The evidence made them suspect the __________ was responsible for the damage.

○ decrepit
○ pompous
○ erupted
● culprit

21. They thought of him as a __________ person who enjoyed arguing.

○ palisade
○ relapse
● vociferous
○ jousting

22. The teacher was __________ as she entered the room and everyone shouted "surprise."

● nonplussed
○ veranda
○ banquet
○ decomposing

23. The idea of managing the department made him develop a __________ attitude.

○ plaque
● restive
○ scavenge
○ laceration

24. They approached the task with such __________ and intensity we knew they would succeed.

○ culprit
○ disperse
● ferocity
○ quip

25. The __________ muscles in her legs caused severe cramps.

○ contempt
○ scanning
○ furrowing
● contracting

Level 14, Unit 5
Unit Test B

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Windows and Walls* - Level 14
Unit 5 - Unit Test B

Number Correct ____________

Name ______________________________________

Date ______________________________________

DIRECTIONS

Read the story and answer the questions.
Look back at the story as you answer the questions.

## PENGUINS

**1** It is sometimes easy to use human characteristics to describe penguins. It is not uncommon to think of these highly specialized birds as little clowns, entertainers in circuses, or children in dress suits. However, penguins are unique and unusual birds that cannot fly. But they are excellent swimmers, perfectly adapted to water.

Although there are 17 kinds of penguins, they all have the same basic appearance. They have short, thick feathers on stocky bodies. These numerous hard feathers overlap like tiles to form a shell. This shell effectively shuts out the cold water of the Antarctic, which may be 104°F (40°C) colder than the body of the bird. These feathers also trap air warmed by the body and hold it there.

The penguin's feathers are white on the belly and black or bluish-black on the back. This pattern has survival advantages in the ocean. Viewed from above, their dark backs are difficult to see in the southern oceans. Their white underparts, viewed from below, all but vanish against the light from the sky.

The penguin's wings are stiff, strong flippers that serve as paddles in the water. These flippers make penguins wonderful swimmers and divers. Penguins use their webbed feet for steering and their pointy tails for rudders. This enables them to change direction in an instant.

1. In this story, unique means
   - ○ cute and bright.
   - ● one of a kind.
   - ○ abundant.
   - ○ clever.

2. In this story, survival means
   - ○ well learned.
   - ○ several.
   - ● long lasting.
   - ○ certain.

Gin

*Windows and Walls* - Level 14
Unit 5 - Unit Test B

DIRECTIONS Look back at Story 1 as you answer the questions.

3. Penguins are like little clowns.

The sentence above is an example of a

○ metaphor.
● simile.
○ restatement context clue.
○ contrast context clue.

4. Penguins are children in dress suits.

The sentence above is an example of a

○ simile.
● metaphor.
○ descriptive language.
○ inference context clue.

5. In this story, not uncommon means

○ rare.
○ ordinary.
● plentiful.
○ cheap.

6. In this story, effectively shuts out means

○ looks closed.
○ stays very quiet.
● prevents.
○ emits.

7. In this story, overlap like tiles means the tiles are

○ bonded edges.
● cover and extend beyond.
○ fitted tightly together.
○ straight horizontal rows.

8. In this story, vanish against the light means

○ illuminated.
● unable to be seen.
○ washed and whitened.
○ bright search lights.

**DIRECTIONS** Read the story and answer the questions.
Look back at the story as you answer the questions.

## PENGUINS

**2** Most penguins eat fish. They hunt for food from just below the surface to a depth of 50 to 60 feet (15 to 18 meters). They normally surface every two or three minutes to breathe.

A penguin is forced to stand upright on land because its legs are placed so close to its tail. When it waddles ashore with a bellyful of fish, it may look almost pear-shaped. Although in this pose a penguin may look cute and cuddly, it is not meant to be picked up. Its beak has a sharp cutting edge, and a blow from its flippers can also inflict pain.

Penguins make their nests in enormous colonies. These "rookeries" may contain millions of birds. Most species make their nests on bare ground or in grass.

Most penguins lay two eggs, but the emperor penguin, the largest and most specialized of all, lays only one egg. The emperor carries the egg on its feet and covers it with the lower part of its belly. Here the emperor keeps the egg warm until it hatches. The emperor lives out its entire life on or near the sea ice. It lays its eggs in the polar winter, when temperatures may drop to -76°F (-60°C).

Because they are so numerous, and because of the simplified communities in which they live, penguins provide a fascinating insight into a life alien to our own.

9. In this story, rookeries means

○ aviary.
○ enormous.
● breeding grounds.
○ cold waters.

10. In this story, numerous means

● many.
○ numbered.
○ named.
○ mercenary.

11. In this story, alien means

○ similar.
● foreign.
○ alike.
○ peculiar.

12. The suffix dom in the word boredom makes the word mean

○ forward to.
● condition of.
○ backward to.
○ position of.

DIRECTIONS Look back at Story 2 as you answer the questions.

13. In this story, normally surface means

● come out of the water.
○ start swimming.
○ the average level.
○ stand straight.

14. In this story, waddles ashore means

○ leaves the shore.
● comes to the land.
○ wades in the water.
○ jumps to the land.

15. In this story, inflict pain means

○ cause infection.
○ fight trouble.
● hurt.
○ punish.

16. In this story, most specialized means

○ trained to lead.
● best suited to the region.
○ containing the most species.
○ biggest developed feet.

DIRECTIONS Mark the word that best completes the sentence.

17. His leg muscle kept tightening and

○ swaggering.
○ decomposing.
● contracting.
○ fortifying.

18. The __________ with which they attacked was frightening.

○ fiasco
● ferocity
○ quip
○ ethics

19. The audience was loud and ________ and disturbed the performers.

- ○ validity
- ● boisterous
- ○ disperse
- ○ alibi

20. We were sure the ________ responsible for the problem was nearby.

- ● culprit
- ○ export
- ○ complied
- ○ pompous

21. The meeting ended in ________ with little or nothing being settled.

- ○ dislocated
- ○ momentum
- ○ creeper
- ● disarray

22. He enjoyed arguing and was thought of as a ________ individual.

- ○ scanning
- ○ furrow
- ● vociferous
- ○ restive

23. He felt uncertain and ________ about going ahead with the plan.

- ● restive
- ○ banquet
- ○ plaque
- ○ protracted

24. We were ________ to hear the owner's suggestion.

- ○ stagnant
- ○ windfall
- ○ council
- ● nonplussed

25. She ________ as she realized what had happened.

- ○ delirium
- ● glowered
- ○ mauled
- ○ palisade

Level 14, Unit 6
Unit Test A

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Windows and Walls* - Level 14
Unit 6 - Unit Test A

Name ____________________

Date ____________________

Number Correct ________

**DIRECTIONS** Read the story below.
Mark the correct answer..
Look back at story 1 as you answer the questions.

## A LESSON LEARNED

**1**

Betty and Hank worked all their lives in the town store that they owned. As they neared retirement, they began to examine their lives.

"We've worked and slaved all our lives," Hank remarked to Betty. "And we've never really taken a nice vacation or bought ourselves expensive luxuries. Everybody we know has gone somewhere fancy at least once in their lives."

"But we've had a good life, dear," Betty interrupted. "We've been happy and healthy, and our business has been good to us. We have nothing to complain about, Hank. We have a lot to be thankful for."

Hank continued to be discontented. As he puttered arund the store he grumbled continually. "All we've done, Betty, is work hard and raise the kids. For fun, all we do is go out to eat or to a movie."

"So what's wrong with that?" Betty asked. "I've enjoyed being with our children and friends and, most of all, with you, Hank." Betty just chuckled and dismissed Hank's complaints. She went about her work in the store, hoping Hank would soon get over his feeling of unhappiness.

Two days after their discussion, Betty was certainly surprised when Hank came home with two tickets for a trip to Europe. Hank insisted that she go out and buy a new wardrobe and invest in every guidebook available.

1. In this story retirement means

○ withdrawal.
● stop working.
○ reinforcement.
○ going to bed.

2. In this story luxuries means

● comforts.
○ lights.
○ warm clothes.
○ needed items.

DIRECTIONS Look back at story 1 on the previous page to answer the following questions.

3. In this story discontented means

● not satisfied.
○ disappointed.
○ not included.
○ disappeared.

4. The ist in the word biologist makes the word mean

○ a well-liked person.
○ the study of biology.
● a person trained in biology.
○ a writer of biographies.

5. In the first paragraph, Betty and Hank were

○ checking their health.
● evaluating their past.
○ worrying about money.
○ taking a test.

6. Betty felt she and Hank

● had enjoyed a good life.
○ had lots of problems.
○ should do something fancy.
○ needed a long vacation.

7. According to the story in the store Bill

○ put everything in order.
○ practiced his golf swing.
○ put up advertisements around the store.
● kept busy in an aimless, useless way.

8. Hank bought tickets for Europe because

○ it was a good time of year to go away.
○ he knew Betty wanted a vacation.
○ he got a good buy on tickets.
● he felt restless.

DIRECTIONS Read the story and answer the questions below. Look back at story 2 as you answer the questions.

### A LESSON LEARNED

**2** Although Betty didn't think the trip would help Hank, she reluctantly went along with his plan. They boarded a jumbo jet and embarked on a fifteen-day, whirlwind tour of twelve European cities.

It didn't take long for Hank and Betty to become sick of flying, eating strange foods, trying to speak foreign languages, and staying in different places.

On the sixth day, Hank admitted to Betty that he almost wished he were back at work. "You know," he said with a grin, "it's rather nice spending the day chatting with our customers, helping them out."

"That's true," said Betty with a knowing glance. "I certainly miss the companionship and conversation of our friends."

When Hank and Betty returned home, their spirits were low and their bank account drained. Hank had a different idea of what a special vacation was all about. "You know, Betty," he said with a twinkle in his eye, "if I'd just listened to you we could have stayed home and bought many years worth of dinners and movies--and had a much better time. We have a great life right here."

Betty smiled. "Some of our money may be gone, but we're a lot wiser for it. Let's go out to dinner and celebrate that!"

9. In this story reluctantly means

○ willingly.
● unwillingly.
○ reliable.
○ relieved.

10. In this story embarked means

○ returned.
● started.
○ decided.
○ relaxed.

DIRECTIONS Look back at story 2 on the previous page to answer the following questions.

11. The "ty" in the word cruelty makes the word mean

● a condition of being cruel.

○ a cruel person.

○ an expert in unkindness.

○ a study in cruelness.

12. After Betty and Hank arrived in Europe they

○ wished they could stay longer.

● soon tired of traveling.

○ liked visiting the big cities.

○ enjoyed staying in different places.

13. Betty was probably reluctant to go away because she

○ was afraid of flying.

○ didn't want to leave the store in someone else's hands.

● didn't think the trip would ease Hank's restlessness.

○ knew she would miss the children.

14. While Hank was away, he realized that

○ he would like to live in Europe.

● he had a good life at home.

○ he didn't like European foods.

○ the trip solved many problems.

15. When he returned from Europe Hank was discouraged because

○ he didn't have any friends.

○ Betty was angry with him.

● they had spent all their money.

○ the trip was a disappointment.

16. At the end of the story Betty wanted to celebrate

○ the wonderful trip they had taken.

○ that they had so many friends.

● that the trip had taught them a lesson.

○ their thirty-fifth wedding anniversary.

**DIRECTIONS** Mark the word that best completes the sentence.

17. The mail carrier was ________ with the extra holiday packages.

○ ricocheted
○ groveled
● encumbered
○ gilded

18. The ________ rain caused severe mud slides.

○ anxiety
● incessant
○ elation
○ mortgages

19. The hallways in the building were dark and

● dingy.
○ lament.
○ garret.
○ knoll.

20. Roaming packs of wolves were continuously ________ the stranded hunters.

○ transposing
○ plummeting
○ feathering
● harassing

21. His face was ________ in pain.

● contorted
○ flailed
○ bobbled
○ stammered

22. The doctor recommended daily ________ for the patient.

○ trepid
○ specter
○ pandemonium
● therapy

23. The road is ________ to drive on when it is icy.

○ appropriate
○ residual
● treacherous
○ malevolence

24. The car was traveling so fast that crashing on the curve was

○ irrestible.
● inevitable.
○ interminable.
○ cordially.

25. When our team scored the winning touchdown there was ________ in the stadium.

○ traction
● pandemonium
○ mandatory
○ usurers

Level 14, Unit 6
Unit Test B

Ginn 720

| |
|---|
| Unit Objective Achieved<br>Number Correct = 20 |

| |
|---|
| *Windows and Walls* - Level 14<br>Unit 6 - Unit Test B |

Name ______________________________

Number Correct __________

Date ______________ ______________

**DIRECTIONS** Read the story and answer the questions below.
Look back at story 1 as you answer the questions.

## STEAMBOATS

**1** Steamboats--those large, brightly painted paddle-wheelers that had gripped the imagination of Mark Twain--first made their appearance in America in 1786. John Fitch, an American inventor, built the first working steamboat in the United States. Fitch first developed a boat whose engine powered a series of paddles on each side of the boat. He later designed a boat pushed by paddles at the rear of the boat. With this steamboat, he launched the nation's first freight and passenger service in the summer of 1790.

After Fitch ran out of money, and after pioneering voyages by Robert Fulton in 1807 and Nicholas Roosevelt in 1811, steamboating began in earnest in 1816. Henry Shreve built the boat that became the model for most boats that followed. His Washington had a design that was well suited to shallow water and narrow channels. It also had a hull, or bottom, that allowed it to glide over most snags and sandbars.

It wasn't long before hundreds of steamboats sailed the Ohio, Missouri, and Mississippi rivers. The boats grew larger and more decorative. Soon they contained beautiful furnishings within--carpeted staterooms, mirrored ballrooms, barbershops, and fancy dining rooms.

These majestic floating vessels must have been a spectacular sight as they floated down the river. However, they were also dangerous. Between 1810-1850, over 4,000 lives were lost in steamboat accidents. Incidences of boilers bursting and boats colliding were common.

1. In this story paddle-wheelers refers to

○ racing boats.
○ canoes.
○ rowboats.
● steamboats.

2. In this story launched means

○ lowered.
● began.
○ fired.
○ sent.

**DIRECTIONS** Look back at story 1 on the previous page to answer the following questions.

3. In this selection hull means

○ top.
○ alongside.
● bottom.
○ deck.

4. The "ist" in the word specialist makes the word mean

○ a special field of study.
● a person in a particular field.
○ a line of study or detail.
○ a condition of being special.

5. The serious development of steamboats for freight and passenger service started in

○ 1816.
○ 1807.
○ 1811.
● 1790.

6. According to the story, as steamboat travel expanded the boats became

○ busy and noisy.
● grander and more elaborate.
○ more frequent and cheaper.
○ poorly built.

7. The story tells us from 1810 to 1850 there were many steamboats

○ improved by inventions.
○ sighted and spectacular.
● sunk and people killed.
○ races and accidents.

8. The large steamboats moving through the water were probably

○ going very fast.
● something to behold.
○ a danger to everyone.
○ a ghastly sight.

DIRECTIONS Read the story and answer the questions below. Look back at story 2 as you answer the questions.

## STEAMBOATS

**2**

Also, the rivers themselves were extremely difficult to navigate because their beds were raised, lowered, and shifted so often. Four years was the life expectancy of boats of the Mississippi fleet. Nevertheless, steamboating boomed for many years.

The downfall of steamboats occurred with the introduction of railroads and suspension bridges. Later, the gasoline engine doomed it. Trucks, trains, cars, and airplanes became the preferred means of travel for business and pleasure.

By 1970, there were only four old-fashioned, passenger-carrying paddle-wheelers on the Mississippi and Ohio rivers. It seemed that steam would vanish completely from these rivers.

However, there has been a new and growing interest in steamboating in the past several years. This revival has seen new boats launched since 1971. Most of the steamboats that offer rides to the public are excursion, or sight-seeing, boats. The huge Mississippi Queen, built in 1976, is one exception. At 379 feet (115 meters), it is the biggest boat ever launched on the Mississippi River. It and the Delta Queen offer travelers overnight accommodations for lazy journeys on the Mississippi. Each of these majestic boats has its admirers, and the number of steamboat enthusiasts is growing every day.

9. In this story doomed means

○ revised.
● destined to end.
○ emphasized.
○ incognito.

10. In this story excursion means

○ money saving.
○ exclude.
○ exclusive.
● sight-seeing.

DIRECTIONS Look back at story 2 on the previous page to answer the following questions.

11. The "ty" in the word royalty makes the word mean

● a high ranking official.

○ the quality of nobility.

○ a person of the nobility.

○ very fancy and decorative.

12. There were problems in sailing on the river because

○ sailing in oceans is extremely difficult.

○ of a short life expectancy.

● the ground under the water kept changing.

○ of the introduction of railroads and suspension bridges.

13. Steamboat travel started to die out because

○ it was too dangerous.

● of new bridges and improved railroads.

○ many rivers were closed to boat travel.

○ it was too dangerous and everyone was afraid

14. The improvement of the gasoline engine probably caused

○ the high cost of oars.

● the end of steamboat travel.

○ the building of bigger steamboats.

○ increased travel on the Mississippi

15. In the seventies there were so few boats on the river it appeared

○ new boats would be built at once.

● steamboats would disappear completely.

○ railroads were carrying all the travelers.

○ others means of travel were too expensive.

16. Most of the renewed interest in steamboat travel is in steamboats that

● make short, sight-seeing trips.

○ are extremely large and elaborate.

○ are very fast and inexpensive.

○ have overnight accomodations for long trips.

**DIRECTIONS** Mark the word that best completes the sentence.

17. When the winner was announced there was __________ in the room.

○ reverberated
○ diplomat
● pandemonium
○ infectious

18. Fighting forest fires is __________ work.

○ turbulence
○ conservatory
○ kaleidoscope
● treacherous

19. The room was dull and __________ looking.

○ manifest
● dingy
○ pivoting
○ catapulting

20. We were __________ with equipment when we went camping for two weeks.

● encumbered
○ garret
○ oblivion
○ exuded

21. Her __________ face told us she did not like the taste of the medicine.

○ tepid
● contorted
○ bobbled
○ residual

22. That cat is always __________ the birds in the neighborhood.

○ plummeting
○ transposing
○ suffusing
● harassing

23. The __________ roar of the ocean waves was deafening.

○ aversion
○ instinct
● incessant
○ incident

24. The doctor prescribed __________ so the wound would heal.

● therapy
○ anxiety
○ posterity
○ cordially

25. When the brakes failed on the truck the crash was

○ infectious.
○ elation.
○ irrestible.
● inevitable.

100

## Level 15, Unit 5
## Unit Test A

Unit Objective Achieved
Number Correct = 20

Ginn 720

*Orbits and Opportunities* - *Level 15*
Unit 5 - Unit Test A

Name ______________________________

Date ______________________________

Number Correct _____

DIRECTIONS Read Story 1 and answer the questions.
Look back at Story 1 as you answer the questions.

1

## THE GREAT MOON HOAX

In the summer of 1835, sales of the *New York Sun* newspaper were falling off. The owner of the paper was concerned that they would go out of business if more papers weren't sold. The owner consulted an editor, Richard Locke, to see if Locke could develop an idea that would help sell more papers.

Richard Locke had an active imagination. He was aware that people were very interested in the moon. It was a mystery that had caused people to wonder and speculate for centuries. Was there life on the moon? Since the moon was a subject that everyone was curious about, Locke decided to invent stories about it. He hoped that these stories would entice people to buy the failing *New York Sun*.

The first fictitious story about the moon appeared in the paper on August 25, 1835. The story related how an English astronomer, Sir John Herschel, had seen the moon through a huge, high-powered telescope. The telescope was so powerful, Locke reported, that trees, plants, rivers, and forests could be seen clearly on the surface of the moon.

Locke carefully avoided revealing too much in the first story because he wanted to lure people into buying the paper on succeeding days.

Within a few hours after the story was printed, every copy of the newspaper had been sold. People were hooked!

1. In this story the word related means
   - ○ talked over.
   - ○ an official appointed by government
   - ● explained.
   - ○ a person who is a relative.

2. In this story the word speculate means
   - ○ a small speck of something.
   - ○ to be a spectator.
   - ● to guess or conjecture.
   - ○ something spectacular.

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3. Why did Locke write the stories about the moon?

○ The paper's owner told him to.
○ Herschel was a friend of his.
○ He liked writing about far-off places.
● He wanted to sell newspapers.

4. What probably made one issue of the newspaper sell out so quickly?

○ Telescopes were a popular topic.
○ People liked fictitious stories.
● Readers were very interested in the moon.
○ Herschel was an excellent salesman.

5. You can conclude from this passage that

○ The *New York Sun* was a thriving newspaper.
● Richard Locke was a fine writer of fiction.
○ Sir John Herschel could easily solve mysteries.
○ Locke was a speculator.

6. One conclusion to be drawn from this passage is that

● Locke was clever to withhold some information.
○ Locke would continue to be a news story writer.
○ Moon landings were made many decades ago.
○ The paper's owner fired Locke.

7. Locke's first fictitious story can be best contrasted with the reports of

● Neil Armstrong's landing on the moon.
○ the scenery in the story of "The Ruum."
○ the kingdom of Princess Lenore.
○ the land of the Enchantress.

8. The owner of the paper can best be compared to

○ Sir John Herschel.
○ Richard Locke.
○ a school principal.
● a TV station manager.

**DIRECTIONS** Read Story 2 and answer the questions.
Look back at Story 2 as you answer the questions.

## 2

## THE GREAT MOON HOAX

In subsequent stories, Locke told of other things Herschel had seen on the moon. He reported that there were gems 60 to 90 feet (18.3 to 27.4 meters) high, and flowers--some tall and some on vines--that grew on moon rocks. It was even revealed that herds of four-legged animals that looked like buffaloes were seen on the moon.

By now, a moon madness had gripped New York and was spreading around the world. People were more curious than ever. They wanted to know if there were people on the moon.

Several days later Locke reported that beings had been seen on the moon. These people differed in appearance from people on Earth--they had wings and skimmed across the surface of the moon. Locke continued the hoax with stories about the way these beings lived. People continued to buy the *New York Sun* to learn more details.

Finally, the stories ended. Locke wrote that the cap had been left off the giant telescope Herschel was using, and sunlight had destroyed the lens. He also wrote that Herschel would write a book about his findings.

What an incredible account! But people had believed Locke's stories. It may be difficult to understand why, but perhaps it was because they were printed in the newspaper. Some people believe everything they read.

9. In this story the word subsequent means

○ an official order.

○ a subscription.

● following later.

○ to subserve.

10. In this story the word hoax means

○ a rough voice.

○ a complicated mechanical device

○ to hobble along.

● a trick passed off as true.

Ginn 720

*Orbits and Opportunities* - Level 15
Unit 5 - Unit Test A

**DIRECTIONS** Look back at Story 2 as you answer the questions.

11. Locke's hoax probably would not be believed today because

○ people don't believe what they read.

○ we know Locke had a big imagination.

○ people no longer care about the moon.

● we know too much about the moon.

12. Why did Locke create living creatures for his stories?

○ to drive people mad

○ to share scientific facts

○ to encourage moon travel

● to sell more newspapers

13. The beings described by Locke can best be compared to

○ the creature E.T.

○ travelers in the story, "Time."

○ the machine known as the ruum.

● elves in a forest.

14. The gems reported by Herschel can best be contrasted with the size of

○ the flowers that grew on the rocks.

○ the moon madness of New Yorkers.

● jewelry we wear on our hands.

○ sunlight that destroyed the lens.

15. One conclusion to be drawn from this story is that without Locke's stories,

○ people might not have learned about the moon.

● the *New York Sun* might have gone out of business.

○ Sir John Herschel would not have been widely known.

○ The owner of the paper would have fired Locke.

16. You can conclude from the passage that the printed word

● can be very powerful.

○ can rarely fool people.

○ differs in different papers.

○ is only fictitious.

DIRECTIONS Mark the word that best completes the sentence.

17. The piano movers faced a _______ steep staircase.

- ○ billowing
- ○ forewarning
- ○ equivalency
- ● formidably

18. It will be well done because Kim is ______________.

- ○ engraved
- ● conscientious
- ○ hapless
- ○ dilemma

19. The theater program includes a ____________ this weekend.

- ● farce
- ○ menu
- ○ staple
- ○ lunar

20. The lights were dimmed first, then ______________ completely.

- ○ blatant
- ○ stylized
- ○ slacker
- ● extinguished

21. The reporter thought the information too _________ to include in the story.

- ○ remittance
- ○ succumb
- ● trivial
- ○ hamper

22. The book fair displayed a wide ____________ of things.

- ● array
- ○ unison
- ○ bulbous
- ○ gangly

**DIRECTIONS** Mark the word that best completes the sentence.

23. The poor economic situation adds to the ____________ of many people.

○ graph
● plight
○ averse
○ platform

24. The smoke blew across the highway and ____________ the driver's vision.

○ strategy
○ automated
● obscured
○ scrutinizes

25. The ____________ suit will protect firefighters from intense heat.

● asbestos
○ bequeath
○ addicts
○ morose

# Level 15, Unit 5
## Unit Test B

Unit Objective Achieved
Number Correct = 20

Ginn 720

*Orbits and Opportunities* - Level 15
Unit 5 - Unit Test B

Number Correct ____

Name____________________________________

Date____________________________________

**DIRECTIONS** Read Story 1 and answer the questions.
Look back at Story 1 as you answer the questions.

## 1

### EMILY DICKINSON

Emily Dickinson was one of the premier American poets of the 1800s. She is ranked with Ralph Waldo Emerson, Edgar Allan Poe, and Walt Whitman as the finest American poets of that century.

Emily Dickinson was born December 10, 1830, in Amherst, Massachusetts Her parents, brother, and sister were an extremely close-knit unit. She attended Mount Holyoke Female Seminary for one year but didn't return--the ties at home seemed more important to her than the benefits of a good college.

During the last twenty years of her life, Emily Dickinson welcomed the friends and relatives of her selection. But she spend her time solely within the limits of her home and gardens. Although her physical activity was limited, her intellectual travels were expanded through correspondence and poetry. Even letters she wrote as a child displayed the candor and originality that became her works' trademark.

Ms. Dickinson probably began writing poetry with serious purpose in her early twenties. However, if early poems survived, they are not now identifiable. Some of them may have been incorporated into small packets which she began to assemble in 1858. In the six years following, she wrote and gathered most of her poetry.

In April of 1862, Emily Dickinson wrote to the essayist and critic Thomas Higginson to ask his opinion on four of her poems. Although Higginson was bewildered by her style, he responded, and thus began a correspondence that continued throughout Emily Dickinson's life. It is interesting that Higginson did not regard her thoughts and words as poetry This was significant in the life of this poet, for she learned at the outset that she would not achieve recognition in her lifetime. Her reaction was to resist all publication.

1. In this story the word premier means

○ least important.

○ in the middle.

○ newest.

● most important.

2. In this story the word incorporated means

○ contained errors or mistakes.

● combined with something else.

○ firmly fixed in bad ways.

○ made more powerful.

Ginn 720

*Orbits and Opportunities* - Level 15
Unit 5 - Unit Test B

**DIRECTIONS** Look back at Story 1 as you answer the questions.

3. You can conclude from the passage that Emily Dickinson

○ was an average poet

● preferred a quiet life.

○ was ignored by Higginson.

○ liked to write rhymed poetry.

4. One conclusion to be drawn from this passage is that

○ publication was very important to the poet.

○ Emily preferred an education to her family life.

● this poet had a distinctive style.

○ Emily traveled widely.

5. Why did Emily Dickinson ask Thomas Higginson about her poetry?

○ He was a premier poet.

○ She had no confidence.

● He was a noted writer.

○ She wanted to see him.

6. What probably kept Dickinson from having her writing published?

● She realized not everyone would appreciate her poetry.

○ She wrote nothing original.

○ Her letters were too long.

○ Only friends and relatives showed any interest.

7. Emily's life at home can best be compared with the

○ story of "Maude Martha and New York."

○ desires of Anna Fisher.

○ life of Carol Burnett.

● daily life of Mrs. Taylor before she took her trip.

8. Dickinson's purpose for writing poetry can best be contrasted with

○ the writing of Poe.

● acting by Bill Cosby.

○ poetry by Emerson.

○ Higginson's essays.

*Orbits and Opportunities* - Level 15
Unit 5 - Unit Test B

**DIRECTIONS** Read Story 2 and answer the questions.
Look back at Story 2 as you answer the questions.

## 2

### EMILY DICKINSON

She chose to gain private recognition by enclosing verses in her letters. The few poems published in her lifetime were issued by well-meaning friends who made alterations to "correct" her style.

The most important poems by Emily Dickinson concern the relationship between the inner self and the external world. Because she sought to call forth "a moment of intensity," her poems are brief, usually written in four-line stanzas. All were composed in meters, or rhymes, that were familiar to her from the hymns of her childhood. Most of her poems were untitled. Although she could write in a witty or playful style, her outlook was basically depressed.

After Ms. Dickinson's father died in 1874, Emily and her sister took over the domestic chores of their house. Their mother was bedridden for most of the eight years that she survived her husband. Emily's own health declined after her mother's death in 1882, and she died four years later.

Although everyone knew that Emily wrote poetry, it was still a genuine surprise to learn the extent of her work. After her death, Emily's sister discovered 1700 poems locked in a box in a bureau drawer. Her remarkable contribution American literature then began.

9. In this story the word alterations means

○ enclosures.
● changes.
○ alternates.
○ stanzas.

10. In this story the word declined means

● grew less.
○ declared.
○ recited.
○ increased.

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*Orbits and Opportunities* - Level 13
Unit 5 - Unit Test B

**DIRECTIONS** Look back at Story 2 as you answer the questions.

11. Why were people surprised that Emily Dickinson had written so much poetry?

○ She had been ill a long time.

● Very little had been published.

○ Her parents took all her time.

○ She di[illegible]ed writing prose.

12. One conclusion to be drawn from this story is that this poet

● could continue writing with little praise.

○ lived all over the world.

○ was a happy young woman.

○ came from a large family.

13. What probably helped Dickinson develop her style of writing poetry?

○ her playful early life.

○ Higginson's criticism.

○ her busy social life.

● childhood music she knew.

14. The rhythms of Emily's poetry can best be compared with

○ nursery rhymes

● her childhood hymns.

○ her sister's writing.

○ today's music.

15. You can conclude from the passage that Emily Dickinson

○ spent too much time writing.

○ did not enjoy her family.

● was not famous in her lifetime.

○ preferred writing plays.

16. Emily's four-line stanzas can best be contrasted with

● the story of Frankenstein.

○ nursery rhymes.

○ short poems.

○ familiar hymns.

**DIRECTIONS** Mark the word that best completes the sentence.

17. This huge ______________ of machinery is a credit to the builder.

○ grueling
○ extrude
○ mishap
● array

18. The approaching rain storm will add to the __________ of the valley.

○ remittance
● plight
○ trajectory
○ lute

19. Many teachers praise students who are _________________.

○ semifinals
○ culminate
● conscientious
○ indebtedness

20. One material often used for fireproofing is _____________.

○ spheroid
○ ejection
○ fallacy
● asbestos

21. Once the light is __________ we can see the stars more clearly.

● extinguished
○ reverence
○ automated
○ incoherent

22. Our view of the Milky Way has been ___________ by the bright signs.

○ intensive
● obscured
○ jeopardy
○ bequeath

**DIRECTIONS** Mark the word that best completes the sentence.

23. If you worry about such ______________ matters, we won't learn the whole story.

○ bulbous

● trivial

○ marathon

○ sanctuary

24. The ________________ strong wrestler trained vigorously every day.

● formidably

○ shuttle

○ fallacy

○ sinous

25. This entire production is foolish, little more than a

__________________.

○ mandatory

○ connection

○ guage

● farce

Level 15, Unit 6
Unit Test A

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Orbits and Opportunities* - Level 15
Unit 6 - Unit Test A

Number Correct ______

Name ______________________________

Date ______________________________

DIRECTIONS Read Story 1 and answer the questions.
Look back at Story 1 as you answer the questions.

## DINOSAURS

1

Dinosaurs--those large beasts of long ago--have been a source of awe and wonder for many years. What were the largest creatures ever to walk the face of the earth really like? For years, people have thought of dinosaurs (a word that literally means "terrible lizards") as plodding, pea-brained, cold-blooded reptiles. It was thought that they ruled the earth for more than 140 million years but were then unable to adapt to the changing environment.

Lately, however, paleontologists, or scientists who study fossils, have reexamined beliefs about dinosaurs. They have arrived at some interesting new ideas.

New evidence suggests that many dinosaurs were fast-moving, nimble, crafty, and violent. Some may have been warm-blooded. They may not have been reptiles at all, but more like the mammals and birds of today. It has even been suggested that not all dinosaurs died out 65 million years ago, that one line of dinosaurs lives today--called birds.

For years, dinosaur fossils have been unearthed and studied. Beginning in the late eighteenth century and on into today, excavations have continued. Recently, fossil remains have been unearthed in Colorado that may have come from the largest land animal that ever existed. It is estimated that this huge dinosaur stood from 50 to 60 feet (15 to 18 meters) tall and weighed about 80 tons.

1. In this story, the word fossils means the remains of
   - ○ an old building.
   - ○ a foundation.
   - ● an animal.
   - ○ a civilization.

2. In this story, the word crafty means
   - ○ skilled in art.
   - ● sly
   - ○ ready to build.
   - ○ rigid.

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**DIRECTIONS** Look back at Story 1 as you answer the questions.

3. Until recently, dinosaurs have been thought best described as

- ○ lively.
- ○ changeable.
- ● dull.
- ○ intelligent.

4. Recent studies suggest we may best describe dinosaurs as

- ○ extinct.
- ● continuing to live.
- ○ pea-brained.
- ○ like insects.

5. Paleontologists probably feel their new findings are

- ○ violent.
- ○ useless.
- ○ terrible.
- ● exciting.

6. Which of the following is an example of a fact?

- ○ Dinosaurs were cold-blooded.
- ○ Dinosaurs died out 65 million years ago.
- ● One dinosaur may have been over 50 feet high.
- ○ The dinosaur was overcome because it couldn't adapt.

7. Which of the following is an opinion found in this story?

- ● Dinosaurs could move very quickly.
- ○ Scientists continue to study fossils.
- ○ The United States contains the fossils of some dinosaurs.
- ○ Birds did not live near dinosaurs.

8. Find the sentence that tells about something that could not really happen.

- ○ Birds may be related to dinosaurs.
- ○ One characteristic of some dinosaurs may have been violence.
- ○ The weight of a dinosaur may have been eighty tons.
- ● Fossils may return to life.

*Orbits and Opportunities* - Level 15
Unit 6 - Unit Test A

**DIRECTIONS** Read Story 2 and answer the questions.
Look back at Story 2 as you answer the questions.

## DINOSAURS

**2**

In 1964, 100-million-year-old bones belonging to a totally different kind of dinosaur were discovered. This creature was named Deinonychus--"terrible claw"--because it had a huge claw on one toe of each foot. It was only about 5 feet (1.5 meters) tall, 9 feet (2.7 meters) long, and weighed about 175 pounds (79 kilograms). This dinosaur ran on two legs and was probably a fast hunter. It probably hunted in packs, a characteristic common to warm-blooded animals.

Over 100 years ago, the British biologist T. H. Huxley suggested that birds evolved directly from dinosaurs. He believed that the first bird was a creature now called Archaeopteryx, or "ancient feather." The fossil remains of this animal clearly revealed its feather covering. It was smaller than the smallest known dinosaur--about the size of a crow. It had wings and feathers like a bird and it had a clavicle, or "wishbone." Because no dinosaurs had ever been found with a clavicle, Huxley was ignored. Recently, however, dinosaurs with wishbones have been discovered. It seems that Archaeopteryx may indeed have been the first bird and that its feathers functioned mainly for insulation.

Although many things about dinosaurs have been discovered, at least one major mystery remains. Why, after ruling the earth for 140 million years, did they suddenly die off?

Many theories have been advanced to explain the possible reasons for this. One theory suggests that a great disaster destroyed plants and animals on earth. Animals protected by fur or feathers, or those that could seek protection in rivers or under rocks, escaped death. But the tremendous size and perhaps warm-bloodedness of the dinosaurs, which had been their key to success for so many years, contributed to their downfall.

9. In this story, the word insulation means

○ protection from electricity.
○ thick sheets of fiberglass.
● safety from heat and cold.
○ colorful decorations.

10. In this story, the word biologist means a

○ detective.
● scientist.
○ dinosaur.
○ carpenter.

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DIRECTIONS Look back at Story 2 as you answer the questions.

11. Scientists who ignored Huxley can be best described as

○ enthusiastic.

○ encouraging.

○ functioning.

● doubtful.

12. Mr. Huxley probably felt

○ unscientific.

● ignored.

○ boring.

○ mysterious.

13. The creature Deinonychus probably can be described as

○ insignificant.

● dangerous.

○ fearful.

○ outraged.

14. Which of the following is an opinion found in the story?

○ At least one dinosaur ran on two legs.

○ Discovery of a fossil with a clavicle was part of Huxley's theory.

● Warm-blooded dinosaurs may have died because they were unprotected.

○ Huxley lived in the 1800's.

15. Find the sentence that tells something that could not happen.

○ New theories are heard from scientists.

○ Dinosaur fossils may have a clavicle.

● Deinonychus fossils have many feet.

○ Birds evolved from dinosaurs.

16. Which of the following is a fact found in the story?

○ Deinonychus ran rapidly.

○ Archaeopteryx died because of its feathers.

● Some dinosaurs have had clavicles.

○ A great disaster destroyed plants and animals.

**DIRECTIONS** Mark the word that best completes the sentence.

17. Some ancient tribes consider saving the oldest people at the expense of others to be

○ arrogant.
○ resolved.
● taboo.
○ somber.

18. Their ancestors left behind a _____ of tradition.

○ fissure
○ fraud
○ luster
● legacy

19. The jury heard many _____ in the witness's testimony.

○ undergraduates
○ keepsakes
○ skeptics
● contradictions

20. The beautiful scent of roses proved an _____ attraction.

○ assimilated
● irresistible
○ unique
○ eloquence

21. The _____ of some plastics is a concern to environmentalists.

○ virtuoso
○ ordeal
○ candor
● durability

22. The teacher observed the class and could _____ the progress of each student.

○ revert
○ immerse
● perceive
○ resolve

23. Their home is completely furnished in a _____ manner.

○ taut
● contemporary
○ virtuoso
○ minstrel

24. Outstanding _____ are a feature of the new recreation center.

● facilities
○ impressionists
○ exultations
○ aurochs

25. Parents try to _____ values in their children.

○ suspend
● instill
○ memoir
○ lurch

Level 15, Unit 6
Unit Test B

Ginn 720

Unit Objective Achieved
Number Correct = 20

*Orbits and Opportunities* - Level 15
Unit 6 - Unit Test B

Number Correct ________

Name ________________________________

Date ________________________________

**DIRECTIONS** Read Story 1 and answer the questions.
Look back at Story 1 as you answer the questions.

## HALLOWEEN ADVENTURE

1

On Halloween night Laurie, Steve, and John had an exciting adventure. Steve had asked his two friends to go down to the old mansion by the river. John said he'd rather go trick-or-treating, but Laurie dared him. "C'mon, John. Don't be scared. It will be fun to see what's in that old place."

"Well, all right," said John, "but just for a little while. I really have to get home early to do my homework."

The three of them took off toward the house. As they approached, they noticed its lonesome perch on the top of the highest hill in town. No other house was visible on the bleak landscape. The house itself was old, dark, and dusty. Laurie and Steve walked briskly up the rutted road. John trailed behind, looking over his shoulder at every turn.

When they reached the house, Laurie said, "Listen to the wind howling. It's flapping the old shutters against the house. Isn't it great--just like in a horror movie!"

There were no lights anywhere. Even the full moon was covered by a huge, dark cloud. John's knees rattled. "I...I've changed my mind," he stuttered. "Let's go back."

"Oh, don't be a baby," teased Steve. He found an unlocked window, and they climbed in and started exploring.

They decided to go upstairs first, to have a look around. It was still dark, but the cloud no longer covered the moon, so some moonlight was coming through the windows. As their eyes adjusted to the pale light, they thought they had entered a room full of people.

1. In this story, the word mansion means

   ○ hand-made.

   ○ like a man.

   ○ a large barn.

   ● a large house.

2. In this story, the word bleak means

   ○ bleached.

   ● barren.

   ○ bleary.

   ○ bleating.

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DIRECTIONS Look back at Story 1 as you answer the questions.

3. Laurie can best be described as
   - ○ timid.
   - ○ careful.
   - ○ fearful.
   - ● adventuresome.

4. John can best be described as
   - ○ daring.
   - ● frightened.
   - ○ unhappy.
   - ○ honest.

5. How did Steve feel as the group entered the house?
   - ○ rash
   - ○ sentimental
   - ● bold
   - ○ threatened

6. Which of the following is an opinion found in the story?
   - ○ The friends are afraid.
   - ● John acts very childishly.
   - ○ Laurie and John are brave.
   - ○ Steve likes moonlight.

7. Which of the following is an example of a fact?
   - ○ The old house is filled with horrors.
   - ○ People were staring at the newcomers.
   - ● The group chose a darkened moment to enter the house.
   - ○ John had a great deal of homework to complete.

8. Find the sentence that tells about something that could not really happen.
   - ○ The children could go trick-or-treating.
   - ○ The old mansion contains unsolved mysteries.
   - ○ The back door of the mansion is unlocked.
   - ● Because John is afraid, he becomes a baby again.

**DIRECTIONS** Read Story 2 and answer the questions.
Look back at Story 2 as you answer the questions.

## HALLOWEEN ADVENTURE

**2**

John froze at the door of the room but, in a few moments, followed Laurie and Steve in. He felt scared but did not want to say so to his friends. "Who, who are they?" John asked nervously.

"They're not people," Laurie said, laughing. "They're store mannequins."

"Yeah," added Steve. "And they're all dressed in different costumes. There's one of a queen."

"And those look like Batman and Wonder Woman," said Laurie excitedly. "Let's see what's in the other rooms."

The three went from room to room and discovered more mannequins dressed in various costumes. "Gee, I bet it took fifty years for someone to collect all these costumes," said Laurie.

"Yeah, and I think they must have been pretty weird to do it," said John. "Now can we leave?"

The three friends started to walk to the door. Suddenly, two ghosts jumped out at them! They ran as fast as they could toward the door. John's legs felt like limp spaghetti. The ghosts chased them and, finally, caught them.

"Got you," one ghost yelled as it grabbed Steve's arm. The three turned around in horror. "Fooled you," the other ghost said. The ghosts were Laurie's friends--Robert and Jody--dressed in costumes.

"We knew you'd be here," said Jody. "And we wanted you to have a great Halloween adventure."

9. In this story, the word mannequins means

○ twin boys.
● models of people.
○ quintuplets.
○ manners.

10. In this story, the word weird means

● peculiar.
○ unearthly.
○ supernatural.
○ magical.

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**DIRECTIONS** Look back at Story 2 as you answer the questions.

11. "John's legs felt like limp spaghetti" tells us that John felt

○ excited and happy.
○ strong and heroic.
● terrified and weak.
○ thrilled and nervous.

12. Robert and Jody can best be described as

○ strange mannequins.
● fun-loving friends.
○ lovers of Italian food.
○ spirits from another world.

13. When the ghosts jumped out, the three friends could best be described as

○ foolhardy.
○ anxious.
○ horrified.
● frightened.

14. Which of the following is an opinion found in the story?

○ Batman was in the room.
● Collectors can be strange.
○ Ghosts are dangerous.
○ John's legs were weak.

15. Find the sentence that tells something that could not happen.

● The ghosts are spirits.
○ Friends can play tricks.
○ Wonder Woman appears to be in the room.
○ Halloween adventures bring trouble.

16. Which of the following is an example of a fact from the story?

○ The three friends deserted the house.
○ John had a wonderful Halloween.
○ Store mannequins can come to life.
● Jody and Robert had fun surprising the other three.

**DIRECTIONS** Mark the word that best completes the sentence.

17. Community planners are concerned with _____ that meet the needs of people.

○ tripods
○ keepsakes
● facilities
○ alumni

18. Their story was full of _____ and tall tales.

○ tautness
● contradictions
○ virtuosos
○ plodders

19. Our grandparents received a _____ of good will from their community.

○ landscape
○ concave
○ sheen
● legacy

20. _____ thinking is that computers are here to stay.

○ Ancient
● Contemporary
○ Old-fashioned
○ Archaeologic

21. The beat of the music is _____, and my body moves to keep time.

○ apathetic
● irresistible
○ superseding
○ deprived

22. What was forbidden by an ancient culture may still be _____ today.

○ smothered
○ oblong
● taboo
○ wraithlike

23. Artists paint things the way they _____ them.

○ revert
○ instill
○ mime
● perceive

24. Little by little the carpenter worked to _____ the idea of quality in his helper's mind.

○ circulate
● instill
○ latent
○ occupy

25. In choosing house paint, I look for one with great

○ playbills.
○ fissure.
○ facilities.
● durability.

English 8, Unit 8,
Lesson 12, Test A

English 8, Unit 8
Lesson 12, Test A
Page 1 of 4
Class Set

SCORE NEEDED TO PASS:
16 OR MORE CORRECT

# UNIT MASTERY TEST A

UNIT OBJECTIVE:
Editing Skills:
Capitalization and
Punctuation in a
Business Letter

**DIRECTIONS ITEMS 1-20:** Read the letter and look at the numbered, underlined parts. Choose the answer that shows the best capitalization and punctuation for each part and mark the letter of your choice on your answer paper. PLEASE DO NOT WRITE ON THIS PAPER.

GO ON TO THE NEXT PAGE.

Venus Heavenly Bars
719 West chocolate bean Drive (1)
Hershey, PA 17033
December 15, 1982

Mr. James Kent
4930 west Point Loma drive (2)
San Diego, CA 92107

Dear Mr. Kent:

Thank you for writing to us you (3) asked if we give tours of all our Chocolate factories (4). Did you want to travel all the way to Hershey. If (5) not, we have a factory in Los Angeles, California.

I called our manager in Los Angeles. He said, "Yes (6), we do tours every day." He added "High (7) school students get in free."

When your class is ready for a tour, call Mr. Joseph Pierce. His number is 213-222-2436.

Sincerely yours,

Jay Perkins

Jay Perkins
Information Officer

1. a. 719 west Chocolate Bean drive
   b. 719 west, Chocolate Bean Drive
   [✓ c.] 719 West Chocolate Bean Drive
   d. Best as it is

2. [✓ e.] 4930 West Point Loma Drive
   f. 4930 West point loma Drive
   g. 4930 west, Point Loma Drive
   h. Best as it is

3. a. us. you
   b. us, you
   [✓ c.] us. You
   d. Best as it is

4. e. Chocolate Factories
   [✓ f.] chocolate factories
   g. chocolate Factories
   h. Best as it is

5. [✓ a.] Hershey? If
   b. Hershey, if
   c. Hershey. if
   d. Best as it is

6. e. He said "Yes,
   f. He said, "yes,
   g. He said yes,
   [✓ h.] Best as it is

7. [✓ a.] added, "High
   b. added, "high
   c. added, high
   d. Best as it is

GO ON TO THE NEXT PAGE.

213 Olympia Street
Seattle, WA 98507
February 13, 1983

**Ms. Judith Neal, TV Reporter**
**KXMZ News Station**
**485 Pine Street**
**Seattle, WA 98501**

**Dear Ms. Neal:**

Yesterday, on TV, you talked about a basketball game at my school (8). You said, "today (9) students at Wesley jeered their own team."

I was there we (10) were not trying to upset the team. Instead, we were yelling to the referee, Be (11) fair! Be fair!"

Could you explain this on the air. We (12) would appreciate it.

Yours truly (13)

Sharon Glass

Sharon Glass
Cheerleader

8\.
- e. a Basketball game, at my school.
- f. a basketball game at my School.
- g. a Basketball game, at my School.
- [✓ h.] Best as it is

9\.
- [✓ a.] said, "Today
- b. said, Today
- c. said "Today
- d. Best as it is

10\.
- e. there. we
- f. there, we
- [✓ g.] there. We
- h. Best as it is

11\.
- [✓ a.] referee, "Be
- b. referee, Be
- c. referee "Be
- d. Best as it is

12\.
- e. air, we
- [✓ f.] air? We
- g. air we
- h. Best as it is

13\.
- [✓ a.] Yours truly,
- b. Yours Truly
- c. Yours Truly,
- d. Best as it is

GO ON TO THE NEXT PAGE.

480 Mason Street
Atlanta, GA 31200
February 2, 1983

Mr. John Bates, Owner
Automobile Repair Shop
49 Peachtree Street
Atlanta, GA 31201

Dear mr. Bates: (14)

Last week I was talking to my career Counselor (15) at school she (16) told me to write to you for a job. She said, "Tell (17) Mr. Bates what you know about cars." I said, "well (18), I'll try."

The problem, Mr. Bates, is that I can fix cars better than I can write letters. Would you let me talk to you on the phone. If (19) you agree, please call me at 220-1467 after 4:00.

Sincerely Yours, (20)

Greg Rider
Greg Rider

14.
e. dear Mr. Bates:
[✓ f.] Dear Mr. Bates:
g. dear mr. Bates:
h. Best as it is

15.
a. Career Counselor
[✓ b.] career counselor
c. Career counselor
d. Best as it is

16.
e. school, She
f. school, she
[✓ g.] school. She
h. Best as it is

17.
a. said, "tell
b. said "Tell
c. said, Tell
[✓ d.] Best as it is

18.
e. said "well,
f. said, well,
[✓ g.] said, "Well,
h. Best as it is

19.
[✓ a.] phone? If
b. phone, if
c. phone? if
d. Best as it is

20.
e. Sincerely Yours
f. Sincerely yours
[✓ g.] Sincerely yours,
h. Best as it is

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Greg Rider

Greg Rider

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- e. dear Mr. Bates:
- [✓ f.] Dear Mr. Bates:
- g. dear mr. Bates:
- h. Best as it is

15.
- a. Career Counselor
- [✓ b.] career counselor
- c. Career counselor
- d. Best as it is

16.
- e. school, She
- f. school, she
- [✓ g.] school. She
- h. Best as it is

17.
- a. said, "tell
- b. said "Tell
- c. said, Tell
- [✓ d.] Best as it is

18.
- e. said "well,
- f. said, well,
- [✓ g.] said, "Well,
- h. Best as it is

19.
- [✓ a.] phone? If
- b. phone, if
- c. phone? if
- d. Best as it is

20.
- e. Sincerely Yours
- f. Sincerely yours
- [✓ g.] Sincerely yours,
- h. Best as it is